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ABSTRACT

Contained in the supplement to the final report (EC062716) on intelligence test modifications for speech and motor handicapped children (such as retarded or cerebral palsied) are directions for the modified test, the modified stimuli, and the record booklets used in the research projects. Noted are the nonverbal and multiple choice design of the modified tests, the use of both supplementary and regular Stanford-Binet or Wechsler Intelligence Scale for Children (WISC) materials, and scoring changes for the modified version. Included are levels II through V of the Stanford-Binet Form L-M, three WISC subtests (Digit Span, Coding, and Block Design), and a separate Multiple Choice Memory for Block Designs Test. (DB)

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Supplement to Final Report

INTELLIGENCE TEST MODIFICATIONS ON HANDICAPPED AND NONHANDICAPPED CHILDREN

by

Jerome M. Sattler, Ph.D.

EC062717

Supplement to Final Report

INTELLIGENCE TEST MODIFICATIONS ON HANDICAPPED AND NONHANDICAPPED CHILDREN

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GRANTEE AGENCY: San Diego State College Foundation

PROJECT DIRECTOR: Jerome M. Sattler, Ph.D.

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Supplement to Final Report

Intelligence Test Modifications on Handicapped and Nonhandicapped Children

Introduction

This is a supplement to the final report on intelligence test modifications on handicapped and nonhandicapped children. It contains the directions for the modified tests, the modified stimuli, and the record booklets that were used in the research project. Statistical analyses of the materials contained in the supplement are presented in the major part of the final report.

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The Modified Stanford-Binet Form L-M is primarily a multiple choice test designed to be used with children who have speech or motor difficulties. All of the tests that constitute the modified form are nonverbal. In order to administer the modified tests the supplementary materials developed in the project are used along with selected materials from the regular Stanford-Binet. Some tests require both supplementary and regular Stanford-Binet materials, while others require only the supplementary materials or only the regular materials. The instructions always state which materials are to be used. The modified WISC subtests require a minimum of additional materials. These materials are described in the presentation of each subtest. The scoring for the Modified Stanford-Binet differs at times from the scoring found in the standard Stanford-Binet. The examiner should follow the scoring criteria presented in the modified form. However, the calculation of the IQ remains the same. The scoring for modified WISC subtests is essentially the same as that in the standard form. Only with the Coding subtest is there some minor variation.

The Modified Stanford-Binet. because it is nonverbal, requires special administrative procedures which are not found in the regular Stanford-Binet. Before beginning the test, ask the subject how he indicates "yes" and "no." Use hand up for "yes" and hand down for "no" if the subject does not have a method. If this method is not feasible, as may be the case with a severely cerebral-palsied subject, try to obtain some other method of communicating with the subject. The examiner may suggest that the subject respond with a vertical headshake for "yes," and horizontal for "no," or by raising eyelids for "yes" and closing them for "no."

For the items that require a pointing response, say, "Point with your finger" if the subject asks what to point with. When the disability is so severe that a pointing response is not possible, the examiner may point to each alternative in order, and elicit a "yes" or "no" in turn.

Give a reasonable amount of time for each item. Repeat the instructions if no effort has been made to comply with the request. If there is still no response, encourage the subject by saying, "*Go ahead, point to one of them.*" Always try to secure a response since there is no penalty for guessing. If no response is forthcoming, even after urging, record NR for "no response."

When a subject appears to be pointing to one corner of the response card on trial after trial, say, "*Be sure to look carefully at all the pictures.*" If the subject still persists in pointing to just one corner, the examiner should point to each choice and say in turn, "*Look at this one,*" "*and this one,*" "*and this one,*" "*and this one.*"

Some subjects may indicate that there is more than one correct answer. When this occurs, the examiner should say, "*Point to one only.*" If the subject insists on saying his response, also have him point to it. A correct verbal response is credited only when accompanied by a correct nonverbal response.

Always record the subject's choice immediately after each response. When a subject spontaneously changes his choice, record the final response. However, the instructions cannot be repeated after the child points to a picture. It is, therefore, very important to read each question as clearly as possible.

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SPECIFIC INSTRUCTIONS FOR ADMINISTERING
MODIFIED STANFORD-BINET FORM L-M
(II-V)*

YEAR II

1. THREE-HOLE FORM BOARD (Must precede Three-Hole Form Board: Rotated, Year II-6, A).

MATERIAL: Form board 5" X 8" with three inserts for circle, square, and triangle. Use SB material.

PROCEDURE: Present the board with the blocks in place. Place the board so that the base of the triangle will be towards the subject. Say, "Watch what I do." Remove the blocks, placing each on the table before its appropriate recess on the side toward S. Then point to the circular recess and say, "Which one goes here? Point to the one that goes here and I will put it in place for you." Repeat the instructions for the triangular and then the square recess, each time placing the block where the child has indicated. If the child wishes to correct or change his answer, permit him to do so. Allow two trials. Return the blocks to the board for a second trial and repeat the procedure.

Count it as a trial when the child has indicated at least one piece to his satisfaction for each recess.

SCORE: 1 plus. All three blocks must be correctly identified in one of the two trials.

2. DELAYED RESPONSE (Same as SB)

MATERIAL: Three small pasteboard boxes and a small toy cat. Use SB material.

PROCEDURE: Place the boxes in a row about two inches apart. Say, "Look, I'm going to hide the kitty and then see if you can find it again." Make sure that the child is watching and then hide the cat first (a) under the middle box, then (b) under the box at E's right, and then (c) under the box at E's left. Screen the boxes each time and count aloud from 1 to 10 at the rate of 1 per second. Remove the screen, and say, "Now find the kitty!" The child's first choice in each trial must be the correct one.

SCORE: 2 plus. If in any trial E has been unable to prevent two boxes from being turned over simultaneously that trial is scored minus.

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3. IDENTIFYING PARTS OF THE BODY (Same as II-6, 2) (Same as SB)

MATERIAL: Large paper doll. Use SB material.

PROCEDURE: Show the paper doll and say, "Show me the dolly's hair." Same for mouth, feet, ear, nose, hands, and eyes. (a) Hair, (b) mouth, (c) feet, (d) ear, (e) nose, (f) hands, (g) eyes.

SCORE: 4 plus. The child must clearly indicate the parts on the paper doll.

4. BLOCK BUILDING: TOWER

MATERIAL: Twelve 1-inch cubes. Response cards. Use SB material and supplementary material.

PROCEDURE: Place the blocks in confusion before the child and then build a four-block tower out of his reach, saying, "See what I'm making." Then show response card (A) with pictures of blocks to the child saying, "Which one looks like this? Point to the one that looks like the one I made." E's tower is left standing while the child is shown the response card. If E's tower is knocked over it should be rebuilt.
Repeat the instructions for trial b, and use response card (B).

SCORE: 1 plus.

5. PICTURE VOCABULARY (Same as II-6, 4; III, 2; IV, 1)

MATERIAL: Eighteen cards with 4 pictures of common objects on each. Use supplementary material.

PROCEDURE: Show the cards one at a time. Say, "Which one is the . . .? Point to the . . . ."

(1.)". . . . airplane? . . . . airplane."
(2.)". . . . telephone? . . . . telephone."
(3.)". . . . hat? . . . . hat."
(4.)". . . . ball? . . . . ball."
(5.)". . . . tree? . . . . tree."
(6.)". . . . key? . . . . key."
(7.)". . . . horse? . . . . horse."
(8.)". . . . knife? . . . . knife."
(9.)". . . . coat? . . . . coat."
(10.)". . . . ship? . . . . ship."
(11.)". . . . umbrella?. . . . umbrella."
(12.)". . . . foot? . . . . foot."
(13.)". . . . flag? . . . . flag."
(14.)". . . . cane? . . . . cane."
(15.)". . . . arm? . . . . arm."
(16.)". . . . pocket knife? . . . . pocket knife."

(17.)". . . . pitcher? . . . . pitcher."
(18.)". . . . leaf? . . . . leaf."

SCORE: 3 plus. Be sure to show all 18 cards.

6. WORD COMBINATIONS (NOT USED IN MODIFIED FORM)

A. IDENTIFYING OBJECTS BY NAME (Same as SB)

MATERIAL: Card with dog, ball, engine, bed, doll, and scissors attached. Use SB material.

PROCEDURE: Show the card with the six small objects attached and say, "See all these things? Show me the dog." "Put your finger on the dog." "Where is the dog?"
In order ask for: (a) dog, (b) ball, (c) engine (train, choo-choo), (d) bed, (e) doll, (f) scissors (shears). It is not permissible to ask for the objects by any special names other than those specified in the instructions.

SCORE: 5 plus. The child must point to the objects.

YEAR II-6

1. IDENTIFYING OBJECTS BY USE (Same as SB)

MATERIAL: Card with cup, shoe, penny, knife, automobile, and iron attached.

PROCEDURE: Show the card with the six small objects attached and say: "Show me what . . . ." or "Which one . . . ." or "Show me the one that . . . ."

(a)". . . . we drink out of."
(b)". . . . goes on our feet."
(c)". . . . we can buy candy with."
(d)". . . . we can cut with."
(e)". . . . we ride in."
(f)". . . . we use to iron clothes."

SCORE: 3 plus. The child must designate the object by pointing. If he points incorrectly, the response is scored minus even though he may have given the correct name.

2. IDENTIFYING PARTS OF THE BODY (Same as II, 3) (Same as SB)

SCORE: 6 plus.

3. NAMING OBJECTS

MATERIAL: Fork, box, flag, chair, key, automobile. Use SB material.

PROCEDURE: Line up material in front of child in the above order with fork at S's left and automobile at S's right. "Show me the . . . . Put your finger on the . . . ."

(a) ". . . . chair."
(b) ". . . . automobile (car)."
(c) ". . . . box."
(d) ". . . . key."
(e) ". . . . fork."
(f) ". . . . flag."

SCORE: 5 plus.

4. PICTURE VOCABULARY (Same as II, 5; III, 2; IV, 1)

SCORE: 8 plus.

5. REPEATING 2 OBJECTS (Same as III, A)

MATERIAL: Response card. Use supplementary material.

PROCEDURE: Show response card and say, "Look where I'm pointing: telephone." E points to telephone for one second, and at the same time names the object. After one second say, "Point." If the child fails say, "That was not quite right," and repeat the entire procedure. If the child fails the second trial of the example continue on to the next example.

Say, "Look where I'm pointing: airplane-ball." "Point." Point to the airplane and ball one after another for one second each with no delay between pictures, and at the same time name each object. If the child fails say, "That was not quite right. Do it just like I did. First, the airplane then the ball. Go ahead, airplane-ball." "Point." E points to airplane and ball for one second each, and at the same time names the objects. If the child fails the second example continue onto the three test trials.

(a) Tree-hat (b) Telephone-ball (c) Airplane-tree

SCORE: 1 plus. The series must be pointed to in correct order, without error.

6. OBEYING SIMPLE COMMANDS

MATERIAL: Response cards. Use supplementary material.

PROCEDURE: Show response card (A) and say, "Point to the one that shows the child giving the dog to the man." Then say, "Remember, point to the one that shows the child giving the dog to the man." Use the same procedure for trials (b) and (c), and use appropriate stimulus-response card for each trial.

(b) ". . . . putting the button in the box."
(c) ". . . . putting the scissors (shears) beside the block."

It is sometimes necessary to repeat each command several times if the child has made no move toward carrying out the request.

SCORE: 2 plus.

A. THREE-HOLE FORM BOARD: ROTATED (II, 1 must precede)

MATERIAL: Form board 5" X 8" with three inserts for circle, square, and triangle. Use SB material.

PROCEDURE: With the board in position 1 (the base of the triangle toward the child), remove the blocks from the board while the child watches. Place each block before its proper recess on the side toward the child. Then rotate the board, while the child watches, to position 2 (with the apex of the triangle toward the child). Point to the circular recess and say, "Which one goes here? Point to the one that goes here and I will put it in place for you." Repeat the instructions for the triangular and then the square recess, each time placing the block where the child has indicated. If the child wishes to correct or change his answer, permit him to do so. No time limit. Give three trials, repeating the same procedure for each trial.
Count it as a trial when the child has indicated at least one piece to his satisfaction for each recess.

SCORE: 2 plus. All three blocks must be correctly identified in two of the three trials.

YEAR III

1. STRINGING BEADS (NOT USED IN MODIFIED FORM)

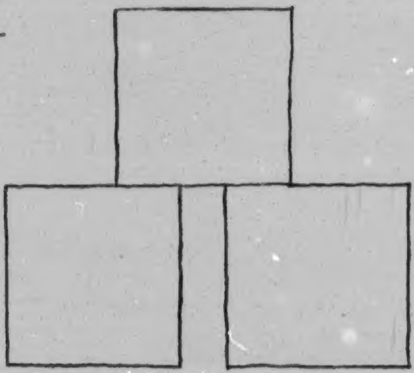
2. PICTURE VOCABULARY (Same as II, 5; II-6, 4; IV, 1)

SCORE: 10 plus.

3. BLOCK BUILDING: BRIDGE

MATERIAL: Twelve 1-inch cubes. Response cards. Use SB material and supplementary material.

PROCEDURE: Place the blocks in confusion before the child and then proceed to build a bridge of three blocks beyond the child's reach. Show the multiple choice response card (A) and say, "Which one looks like this? Point to the one that looks like the one I made." E's bridge is left standing. Brush up the blocks and repeat the entire procedure for trial (b) and use response card (B).



SCORE: 2 plus.

4. PICTURE MEMORIES

MATERIAL: Four cards with animal pictures. Use SB material.

PROCEDURE: Show card (a) and say, "Look, this is a cow." As this card is being removed, say, before showing card (A), "Now we are going to find it!" Then show card (A) and ask, "Where is it?" If necessary, say, "Show me," or "Put your finger on it."
Show card (b) and, pointing to each object, say, "Look, this is a bird, and this is a rooster, and this is a duck." As this card is being removed, say, "Now we are going to find them!" Then show card (B) and ask, "Where are they?" Be careful to avoid naming the objects when you are asking the child to locate them from memory.

SCORE: 1 plus. S must clearly indicate the correct objects. Additional enumeration makes the response minus.

5. COPYING A CIRCLE

MATERIAL: Stimulus-response cards. Use supplementary material.

PROCEDURE: Present stimulus-response card (A) with the circle at the top of the page. Point to the stimulus circle and say, "Look at this." Then point to the top of the vertical line which separates the page in half and say, "Now point to the one that looks most like it."
Repeat the instructions for trials (b) and (c), and use the appropriate stimulus-response card for each trial.

SCORE: 2 plus.

6. DRAWING A VERTICAL LINE

MATERIAL: Stimulus-response card. Use supplementary material.

PROCEDURE: Present stimulus-response card (A) with the vertical line at the top of the page. Point to the stimulus line and say, "Look at this." Then point to the top of the vertical line which separates the page in half and say, "Now point to the one that looks most like it."
Repeat the instructions for trials (b) and (c), and use the appropriate stimulus-response card for each trial.

SCORE: 1 plus.

A. REPEATING 2 OBJECTS (Same as II-6, 5)

SCORE: 2 plus.

YEAR III-6

1. COMPARISON OF BALLS (Same as SB)

MATERIAL: Card with large and small sphere. Use SB material.

PROCEDURE: Show the card and ask, "Which ball is bigger? Put your finger on the big one." Give 3 trials alternating the relative positions of the large and small balls. In case one of the first three trials is failed, give three additional trials, continuing to alternate the positions of the balls.

SCORE: 3 plus of three trials, or 5 plus of six trials.

2. PATIENCE: PICTURES

MATERIAL: Stimulus-response cards. Use supplementary material and SB material.

PROCEDURE: (a) Place the SB card (A) before the child, out of his reach, so that the cut edges are toward the outside. Point to the SB card and say, "These two pieces if put together will make a ball." Now present supplementary material card (A) with the four pictures of the ball facing the child and say, "Point to the one that shows the two pieces put together to make a ball."

(b) Place the SB card (B) before the child and follow instructions in (a), substituting "pig" for "ball."

SCORE: 1 plus.

3. DISCRIMINATION OF ANIMAL PICTURES (Same as SB)

MATERIAL: Two cards with pictures of animals. Use SB material.

PROCEDURE: Superimpose Card A over Card B, arranged so that the rabbit in the lower left corner is framed by the rectangular slit in Card A. Say, "See all of these animals? Find me another one just like this up here," pointing to the rabbit in the frame.

Correct an error on the rabbit by saying, "No, find me one just like this," again pointing to the rabbit. If S still fails, show him the rabbit. S is not given credit for finding the rabbit after correction. Proceed from left to right in order. R to L for the middle row, and L to R for the top row. Say, "Find me another one just like this one," for each animal. Since the items of this test have not been arranged in the order of their difficulty, it is not safe to assume that failure on the first few items indicates inability to pass the test.

SCORE: 4 plus.

4. RESPONSE TO PICTURES

MATERIAL: Three pictures, Grandmother's Story, Birthday Party, Wash Day. Use SB material.

PROCEDURE: Present the pictures in the following order: Grandmother's Story, Birthday Party, Wash Day. Present Grandmother's Story and say, "Look. Do you see a lady in the picture?" If there is no response, repeat the instructions. Same for cat, girl, policeman, stove and bed.

(a_1) lady, (a_2) cat, (a_3) girl, (a_4) policeman, (a_5) stove, (a_6) bed.

Then present Birthday Party and say, "Look. Do you see a door in the picture?" If there is no response, repeat the instructions. Same for door, baby, boy, car, and fireman. Then say for candles, "Do you see candles in the picture?"

(b_1) door, (b_2) baby, (b_3) boy, (b_4) car, (b_5) fireman, (b_6) candles.

Then present Wash Day and say, "Look. Do you see a basket in the picture?" If there is no response, repeat the instructions. Same for elephant, flag, lady, and boy. Then say for clothes, "Do you see clothes in the picture?"

(c_1) basket, (c_2) elephant, (c_3) flag, (c_4) lady, (c_5) boy, (c_6) clothes.

Note: If there is no response after the instructions are repeated, say to the subject, "Say yes or no."

SCORE: 2 plus. Need 5 of 6 for a trial to be scored plus.

5. SORTING BUTTONS

MATERIAL: Twenty half-inch buttons, 10 black and 10 white. Small boxes. Use SB material.

PROCEDURE: Empty the button box onto the table in front of the child and place the box cover beside the box ready for sorting the buttons. Take a button of each color from the mixed pile in front of the boxes, saying, as you illustrate: "See, the black buttons go in this box (the box on S's left) and the white buttons go in that box (the box on S's right). Now point to one button at a time and then point to the box it should go in. I will put the buttons in the box for you. Remember, all the black buttons go in this box (point to box on S's left) and all the white buttons go in that box (point to box on S's right). Go ahead!" Time limit, 2 minutes.

SCORE: No error. Errors made in the process of sorting, if corrected spontaneously, are disregarded in scoring. If S also wants to see the buttons in a box, empty the box for him and allow him to correct his response.

6. COMPREHENSION I

MATERIAL: Response cards. Use supplementary material.

PROCEDURE: Show the appropriate response card and say, "Point to the one that shows . . . ."

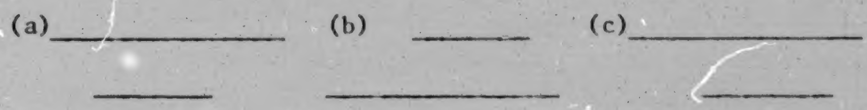
(a) ". . . . what you must do when you are thirsty."
(b) ". . . . why we have stoves."

SCORE: 2 plus.

A. COMPARISON OF STICKS (Same as SB)

MATERIAL: Match sticks, cut to 2-inch and 2½-inch lengths. Use SB material.

PROCEDURE: Place the two sticks on the table before the child in the positions indicated below and about an inch apart. Say, "Which stick is longer? Put your finger on the long one." Give three trials, alternating the relative positions of the long and short sticks. In case one of the first three trials is failed, give three additional trials, continuing to alternate the positions of the sticks.



SCORE: 3 plus of three trials, or 5 plus of six trials.

YEAR IV

1. PICTURE VOCABULARY (Same as II, 5; II-6, 4; III, 2)

SCORE: 14 plus.

2. NAMING OBJECTS FROM MEMORY

MATERIAL: Automobile, dog, shoe, cat, spoon, engine, doll, scissors, thimble, box. Response cards. Use SB material and supplementary material.

PROCEDURE: Place the automobile, dog, and shoe in a row before the child in the order indicated from his left to his right. Call his attention to each object, naming each one for him. Then say, "Now shut your eyes tight so that you can't see them." Screen the test objects from his sight and cover the dog with the small box cover. Remove the screen and say, "Open your eyes. Look!" Present response card (A) and say, "Which one did I hide? Point to the one that I hid." Repeat the procedure for (b) and (c), hiding in turn the engine and then the doll and use the appropriate response card for each trial.

E must be careful to prevent the child from lifting the box cover before he has pointed to the object on the response card, thus defeating the purpose of the test. It is not necessary to be overly insistent that the child close his eyes while the object is being hidden since the screen hides the procedure.

(a) Automobile, *dog*, shoe.
(b) Cat, spoon, *engine*.
(c) *Doll*, scissors, thimble.

SCORE: 3 plus. Use the names listed above when the objects are named for the child.

3. OPPOSITE ANALOGIES I (Same as IV-6, 2)

MATERIAL: Response cards. Use supplementary material.

PROCEDURE: Present the appropriate response card for each question. Say,

(a) "*Brother is a boy; sister is a* . . . . *Now point to one*."
(b) "*In daytime it is light; at night it is* . . . . *Now point to one*."
(c) "*Father is a man; mother is a* . . . . *Now point to one*."
(d) "*The snail is slow; the rabbit is* . . . . *Now point to one*."
(e) "*The sun shines during the day; the moon at* . . . . *Now point to one*."

SCORE: 3 plus.

4. PICTORIAL IDENTIFICATION (Same as IV-6, A) (Same as SB)

MATERIAL: Card with pictures of objects. Use SB material.

PROCEDURE: Show the card and say: "*Show me what* . . . ." or "*Which one* . . . ." or "*Show me the one that* . . . ."

(a) ". . . . *we cook on*."
(b) ". . . . *we carry when it is raining*."
(c) ". . . . *gives us milk*."
(d) ". . . . *has the longest ears*."
(e) ". . . . *shines in the sky at night*."
(f) ". . . . *catches mice*."

If *S* names the object without pointing to it, ask him to point.

SCORE: 3 plus. Naming the object is not sufficient. The child must point to it on the card.

5. DISCRIMINATION OF FORMS (Same as SB)

MATERIAL: Card with 10 forms and an "X"; 10 duplicate forms to be placed, one at a time, on "X." Use SB material.

PROCEDURE: Show the card with the ten forms and say, "*See all of these things?*" Place the circle of the duplicate set at "X" and say, "*Find me another one just like this*," at the same time passing your finger around the circumference of the circle. If there is no response, say, "Do you see all of these things?" indicating the other forms. "And do you see this one?" pointing to the circle at "X" again. "Now find me another one just like this." Correct an error on the circle by saying, "No, find one just like this," again passing the finger around the outline of the figure. If S still fails to find the circle, show him. S is not given credit for finding the circle after correction. Give no further help. Present the square next, then the triangle, and then the other forms in any random order that differs from the order of their arrangement on the large card.

SCORE: 8 plus.

6. COMPREHENSION II

MATERIAL: Response cards. Use supplementary material.

PROCEDURE: Show the appropriate response card and say,

(a) "Point to the one that shows why we have houses."
(b) ". . . . . books."

SCORE: 2 plus.

A. MEMORY FOR SENTENCES I

MATERIAL: Response card. Use supplementary material.

PROCEDURE: Say, "I am going to say something. Listen carefully. We are going to buy some candy for mother." Then immediately show response card (A) and say, "Point to the one that shows what I said." Introduce the second sentence by repeating, "Listen carefully. Jack likes to feed the little puppies in the barn." Then show immediately response card (B) and say, "Point to the one that shows what I said."

SCORE: 2 plus.

YEAR IV-6

1. AESTHETIC COMPARISON (Same as SB)

MATERIAL: Three cards with pairs of pictures for comparison. Use SB material.

PROCEDURE: Show each card in turn and ask, "Which one is prettier?"

SCORE: 3 plus.

2. OPPOSITE ANALOGIES I (Same as IV, 3)

SCORE: 4 plus.

3. PICTORIAL SIMILARITIES AND DIFFERENCES I (Same as SB)

MATERIAL: Six cards with pictures. Use SB material.

PROCEDURE: Present card (a) and say, "See these crosses that are just alike? Here's one (pointing) that is not like the others. Put your finger on the one that is not the same as the others." Make sure that S points out the one that is different. No further illustration. E may repeat for any of the following cards, "Put your finger on the one that is not the same as the others." Card (a) is used for illustration only.

SCORE: 3 plus. Card (a) is not included in the score.

4. MATERIALS

MATERIAL: Response cards. Use supplementary material.

PROCEDURE: Show the appropriate response card and say,

(a) "What is a house made of? Point to the one that shows what a house is made of."
(b) ". . . . window . . . ? . . . . window . . . ."
(c) ". . . . book . . . ? . . . . book . . . ."

SCORE: 3 plus.

5. THREE COMMISSIONS

MATERIAL: Response card. Use supplementary material.

PROCEDURE: Say, "I am going to show you some pictures." Make sure that you have the child's attention as you continue the instructions saying, "Point to the picture that shows first the pencil on the chair, then the open door, and last, the child handing the man a box. Do you understand? Be sure to get it right. Point to the picture that shows first the pencil on the chair, then the open door, and last, the child handing the man a box." Present response card. Give no further help. If S asks what to do next merely say, "Go ahead." If the child stops or hesitates it is not permissible to prompt by asking what comes next.

SCORE: plus or minus.

6. COMPREHENSION III

MATERIAL: Response cards. Use supplementary material.

PROCEDURE: Present the appropriate response card and say,

(a) "Point to the one that shows what we do with our eyes."
(b) ". . . . . ears."

SCORE: 2 plus.

A. PICTORIAL IDENTIFICATION (Same as IV, 4) (Same as SB)

SCORE: 4 plus.

YEAR V

1. PICTURE COMPLETION: MAN

MATERIAL: Incomplete drawing of a man in record booklet. Response card. Use supplementary material.

PROCEDURE: Point to the incomplete drawing in the record booklet and say, "This is a man, isn't it? See, he has only one leg." Show response card (A) and say, "Point to the one that best shows the man completed." Then show response card (B) and repeat the instructions.

SCORE: 2 plus.

2. PAPER FOLDING: TRIANGLE (NOT USED IN MODIFIED FORM)

3. DEFINITIONS

MATERIAL: Response cards. Use supplementary material.

PROCEDURE. Show the appropriate response card and say,

(a) "What is a ball? Point to the one that shows what a ball is."
(b) " . . . . hat? . . . . hat . ."
(c) " . . . . stove? . . . . stove. ."

If necessary, urge by saying, "You know what a ball is. Point to the one that shows what a ball is." Use the same formula for all trials.

SCORE: 2 plus.

4. COPYING A SQUARE

MATERIAL: Stimulus-response cards. Use supplementary material.

PROCEDURE: Present stimulus-response card (A) with the square at the top of the page. Point to the stimulus square and say, "Look at this." Then point to the top of the vertical line which separates the page in half and say, "Now point to the one that best looks like it."

Repeat the instructions for trials (b) and (c), and use the appropriate stimulus-response card for each trial.

SCORE: 3 plus.

5. PICTORIAL SIMILARITIES AND DIFFERENCES II (Same as SB)

MATERIAL: Twelve cards with pictures. Use SB material.

PROCEDURE: Present card (a) and say, "See these two trees? They are just alike, aren't they? Just the same." Then show card (b), "But these two aren't alike (pointing), one is round and one is square." Cards (a) and (b) are used for illustration only. No further illustration. Show card(A)and say, "Now look at these two. Are they alike? Are they the same?" For each successive pair, exposing one card at a time, say, "And these. Are they alike? Are they the same?"

SCORE: 9 plus.

6. PATIENCE: RECTANGLES

MATERIAL: Stimulus-response cards. Use supplementary material.

PROCEDURE: Present stimulus-response card (A) with the four choices facing S, but shield the second and third rows by placing the back of the SB doll card over these rows (or use a white piece of paper). Point to the complete rectangle at the top of the card and say, "Look at this card." Then point to the rectangle next to it and say, "Now look here. Another card has been cut in two." Now lower the shield and uncover the middle third of the stimulus card. Point to the triangle in the second row and with your finger trace the outline of the triangle and say, "Here is part of the card." Now remove the shield completely and point to the line over the four choices in the third row and say, "Where is the rest of the card?"

For Trial B use stimulus Card B and use the directions above.

For Trial C use the following directions: Present stimulus-response card (C) with the four choices facing S. Point to the complete rectangle at the top of the card and say, "Look at this card." Then point to the picture of the two triangles in the second row and say, "Here it has been cut in two." Point to the line over the four choices in the third row and say, "Point to the one that would make a whole card if we put the two pieces together."

Use the appropriate stimulus-response cards for each trial, (a), (b), and (c) respectively.

SCORE: 3 plus.

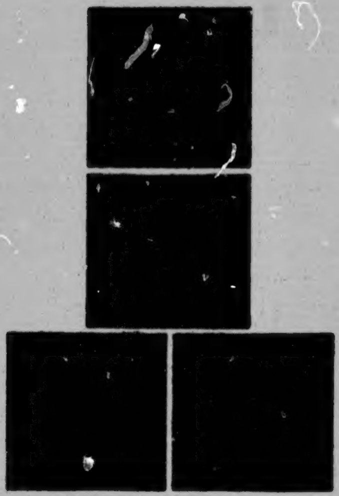
A. KNOT

MATERIAL: 18-inch shoestring and a pencil. Response cards. Use SB material and supplementary material.

PROCEDURE: Say, "*Watch what I do. I'm tying a knot around this pencil.*" Tie a single knot (not a bow) and leave it on the table. Then present response card (A) and say, "*Point to the one that looks like mine*" (pointing to the examiner's knot). Then present response card (B) and say, "*Point to the one that looks like mine*" (pointing to the examiner's knot).

Leave the examiner's knot on the table as you show the response cards.

SCORE: 2 plus.



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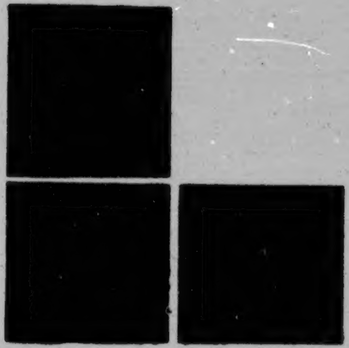

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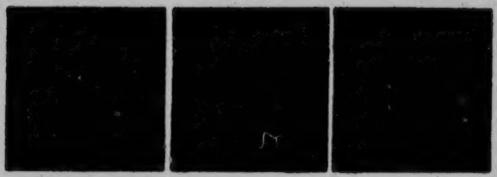

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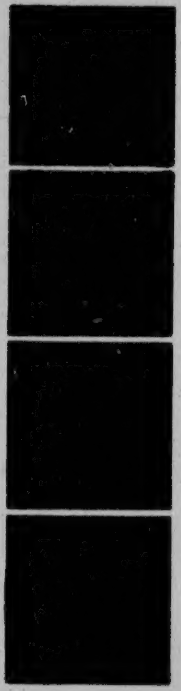

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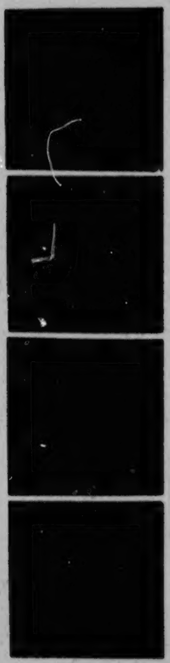

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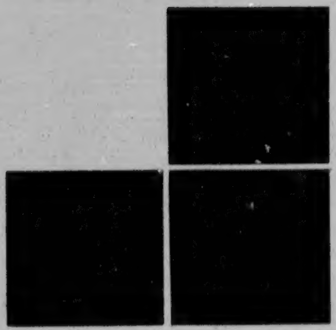

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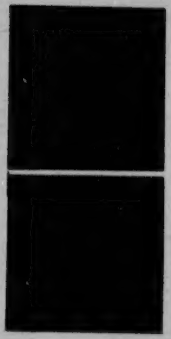

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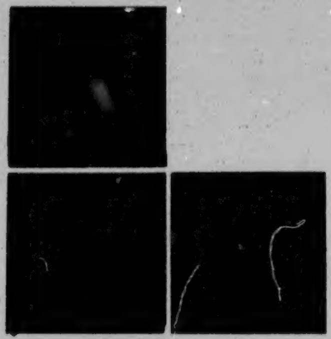

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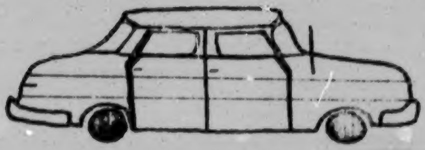

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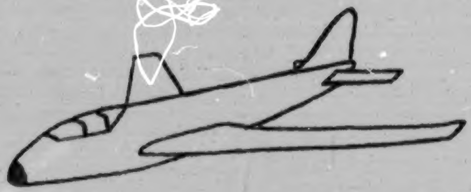

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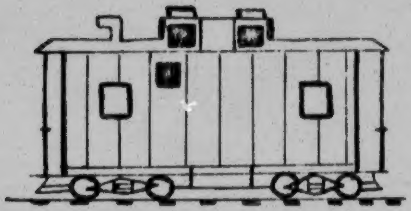

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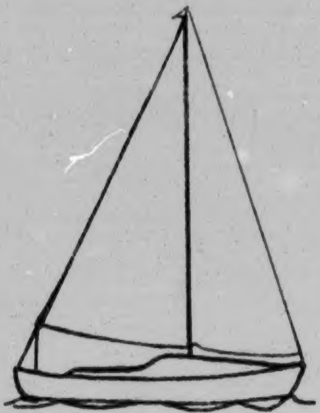

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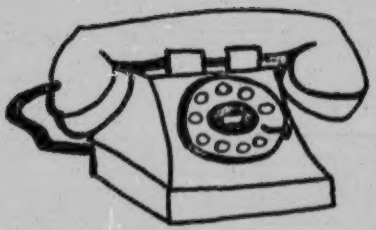

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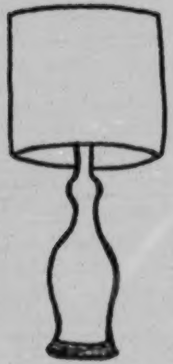

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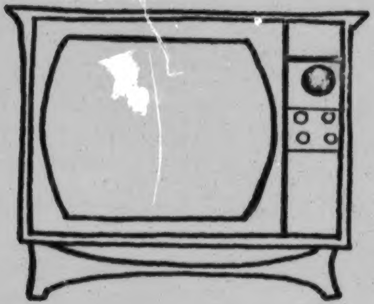

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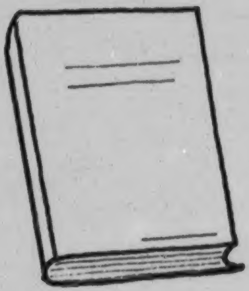

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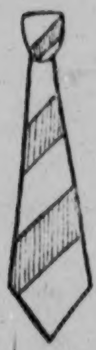

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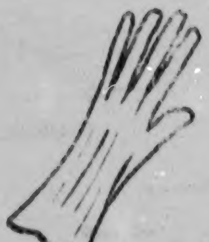

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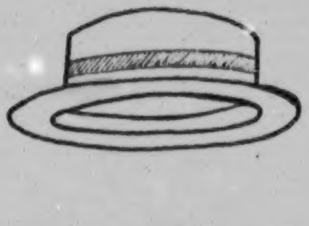

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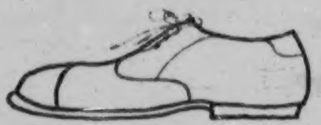

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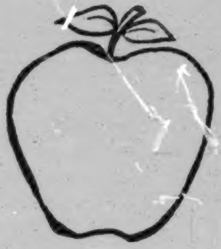

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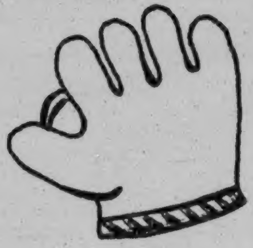

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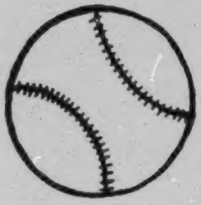

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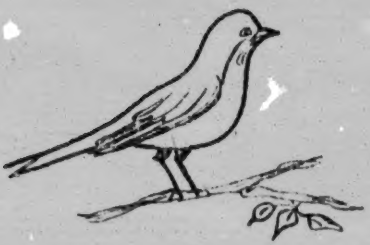

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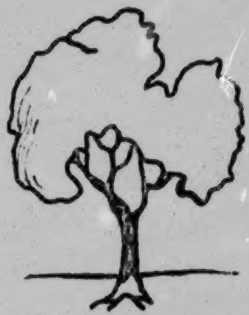

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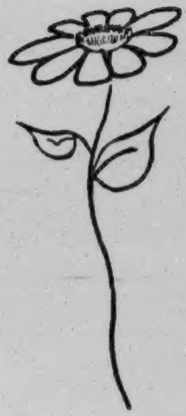

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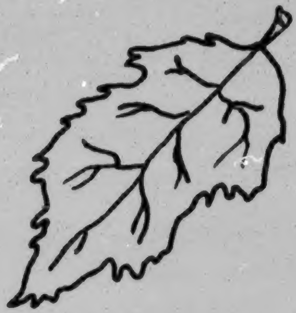

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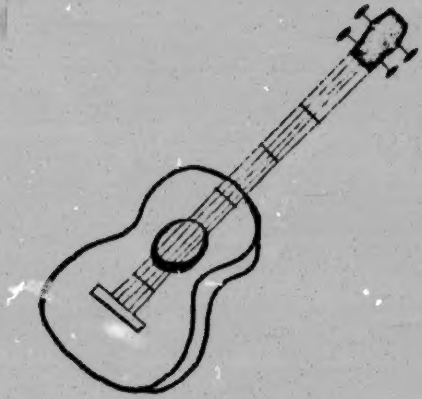

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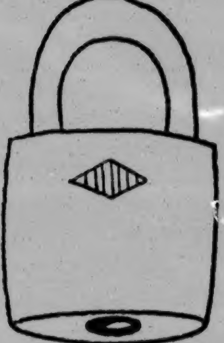

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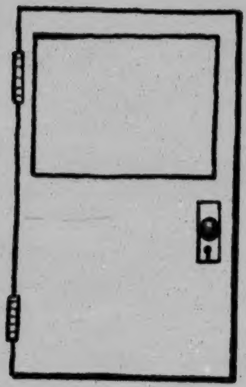

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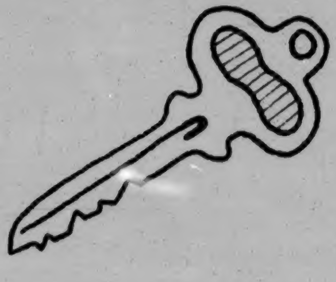

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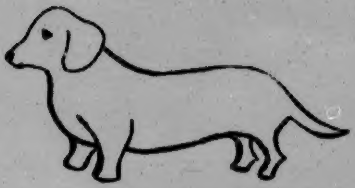

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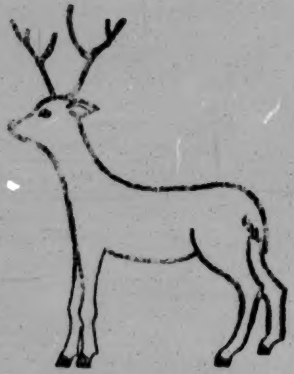

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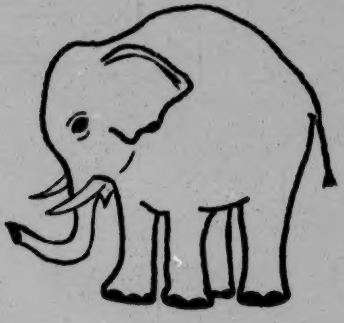

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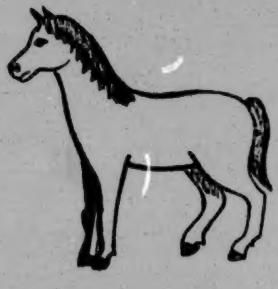

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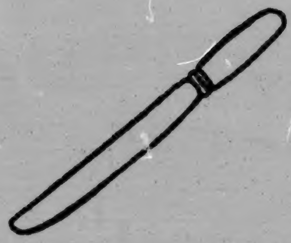

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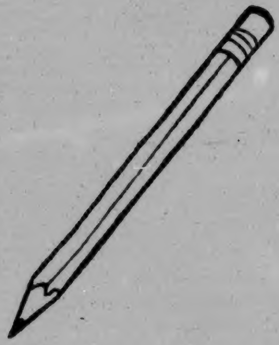

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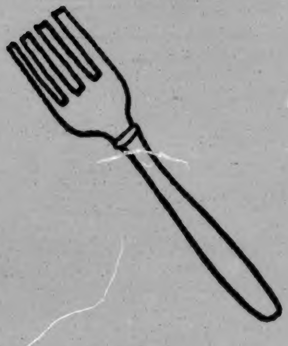

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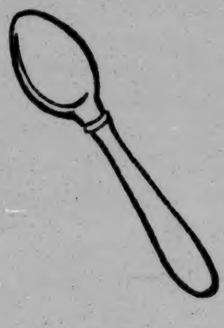

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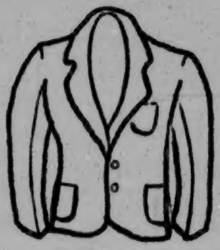

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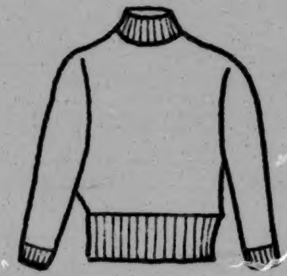

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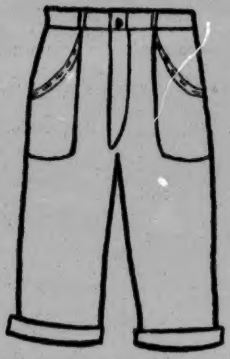

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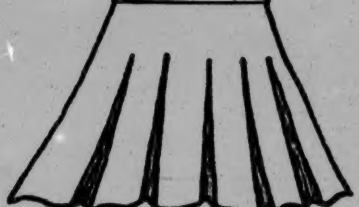

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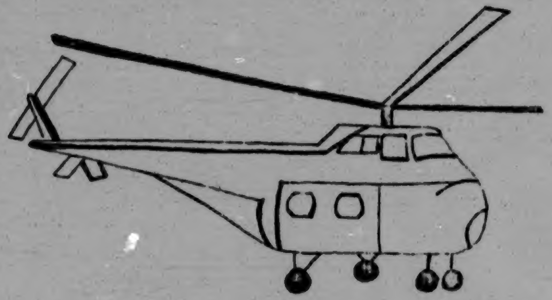

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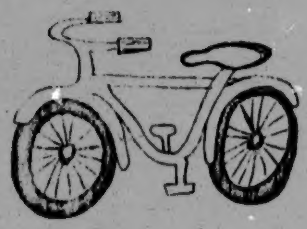

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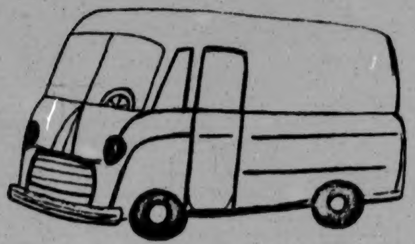

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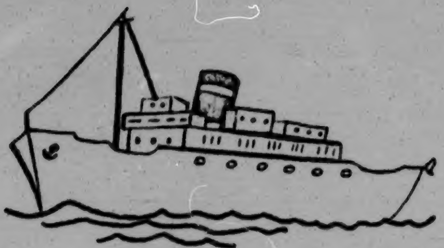

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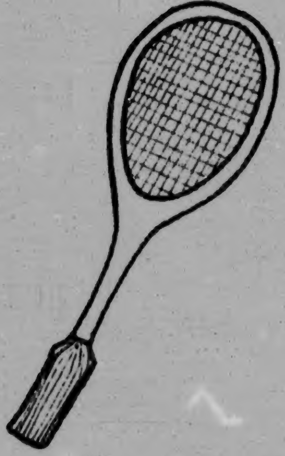

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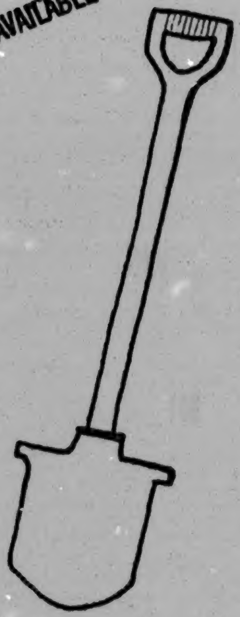

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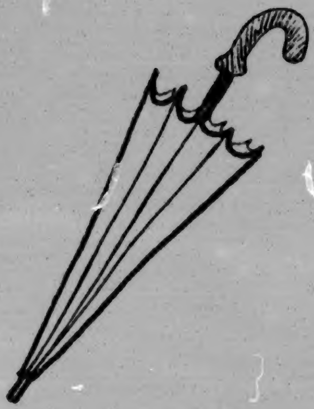

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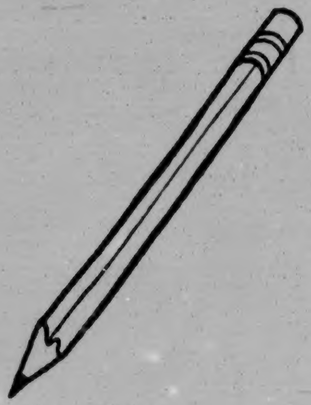

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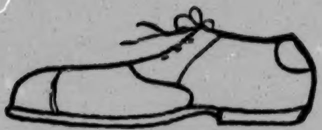

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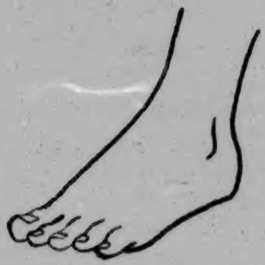

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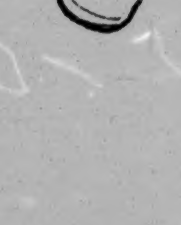

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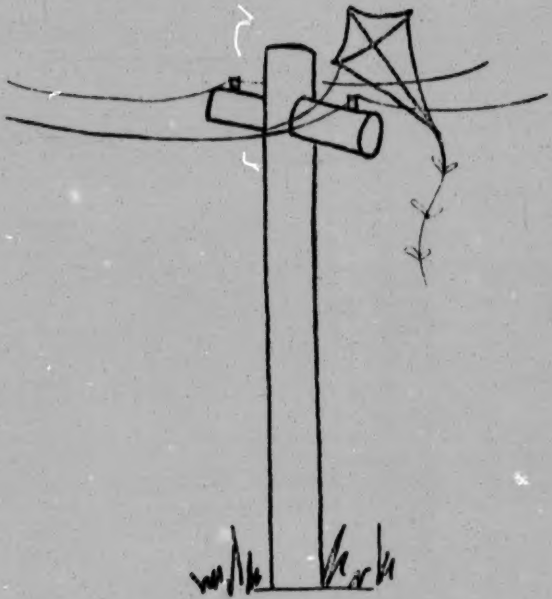

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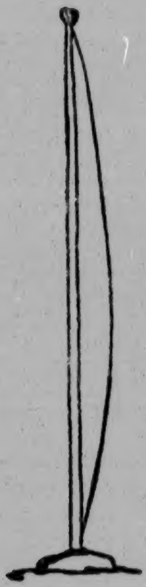

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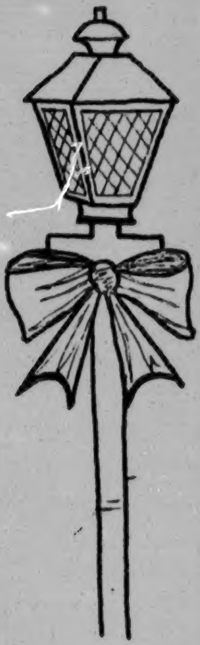

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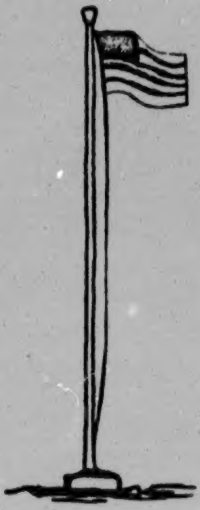

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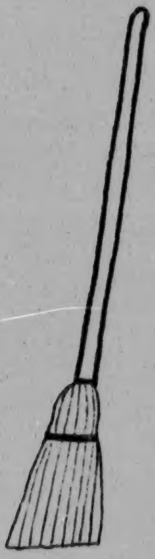

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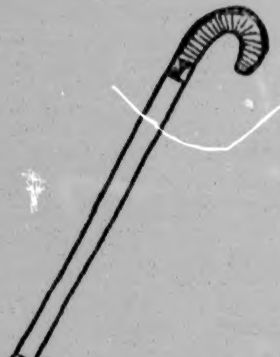

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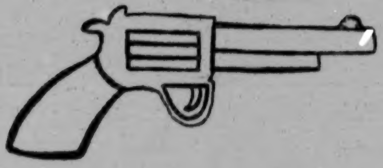

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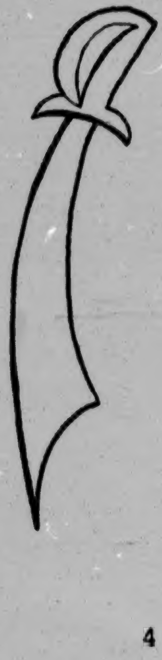

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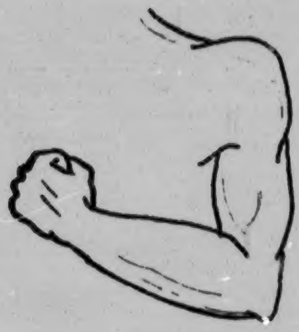

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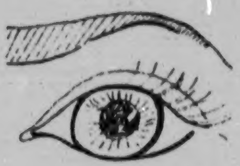

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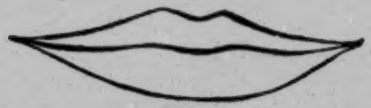

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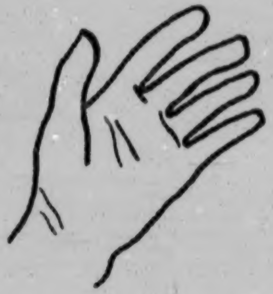

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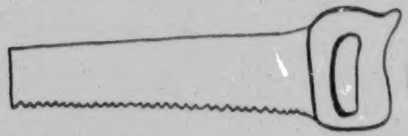

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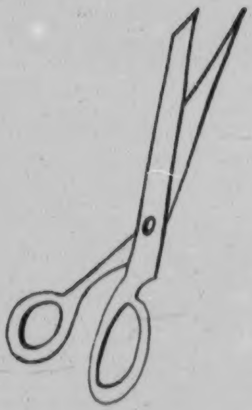

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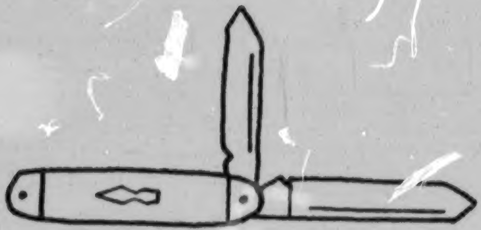

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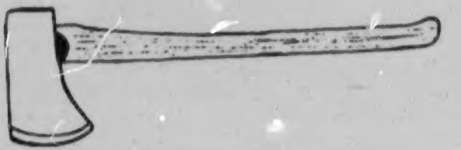

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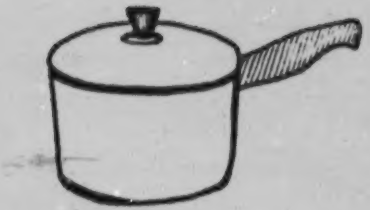

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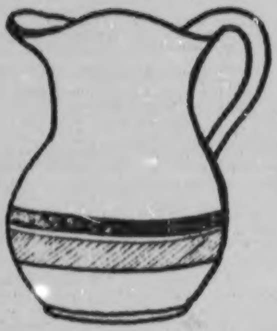

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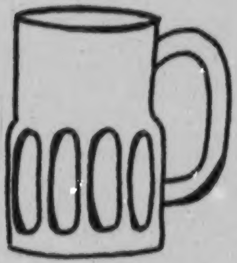

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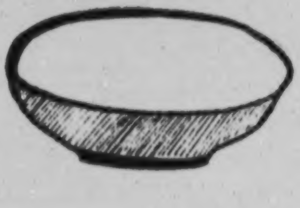

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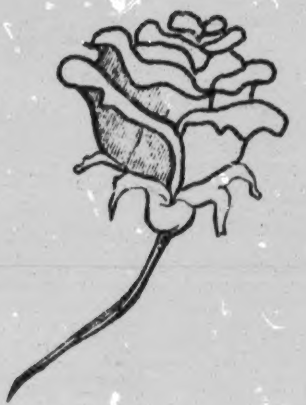

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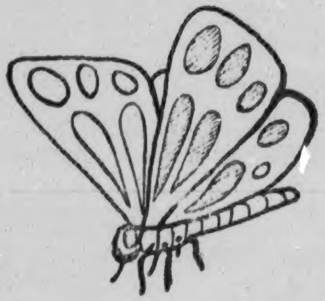

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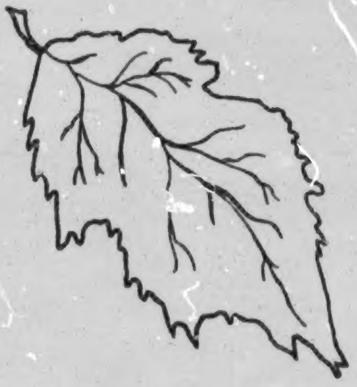

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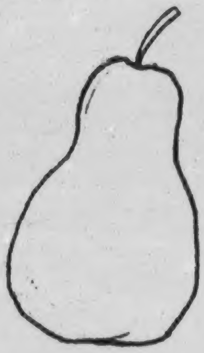

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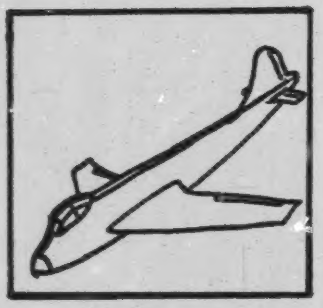

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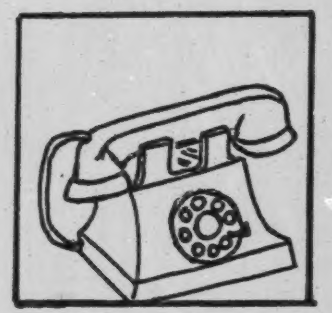

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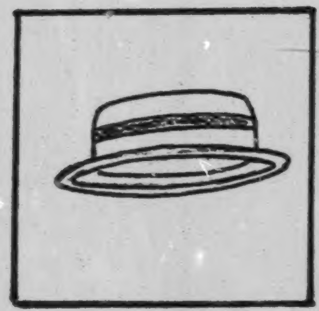

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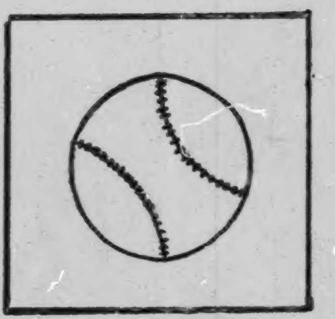

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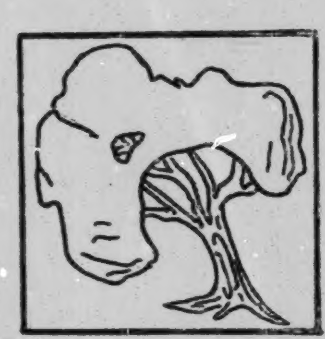

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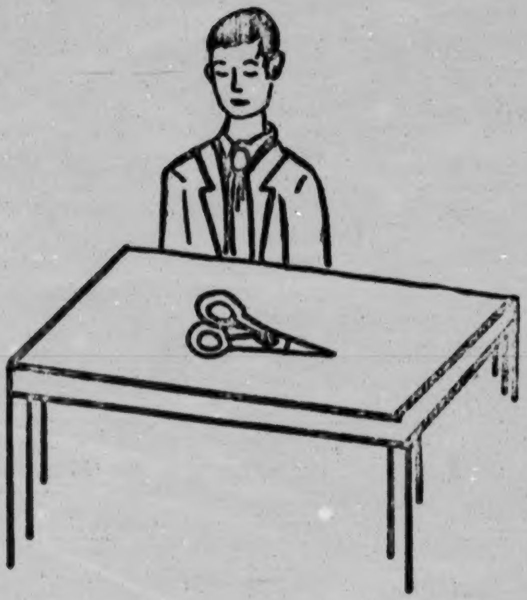
Mod. L-M II-6, 5



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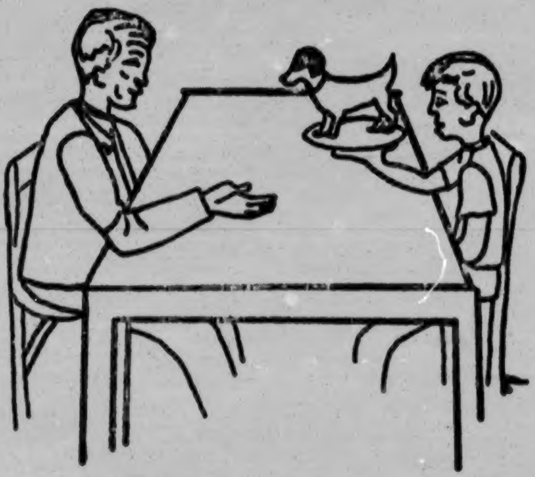

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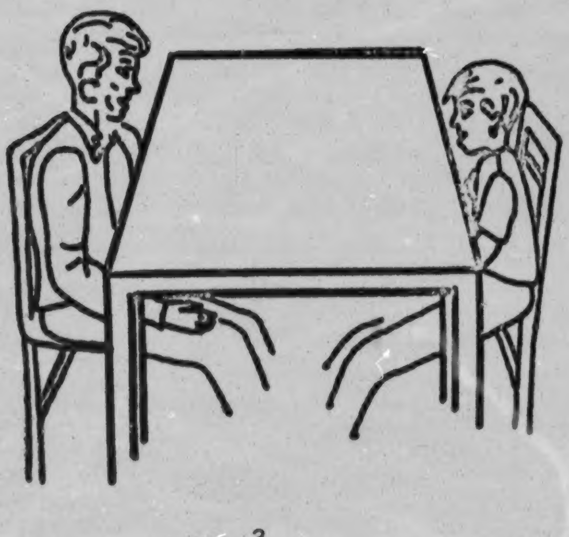

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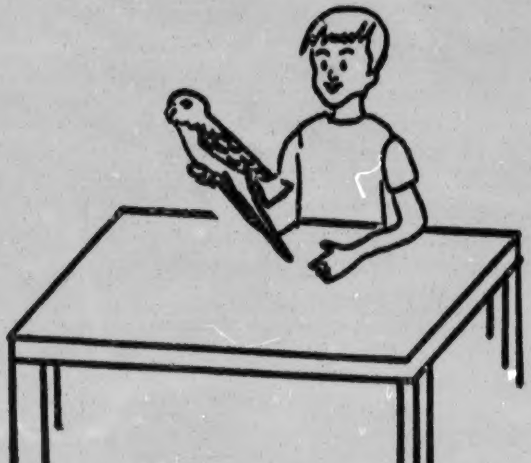

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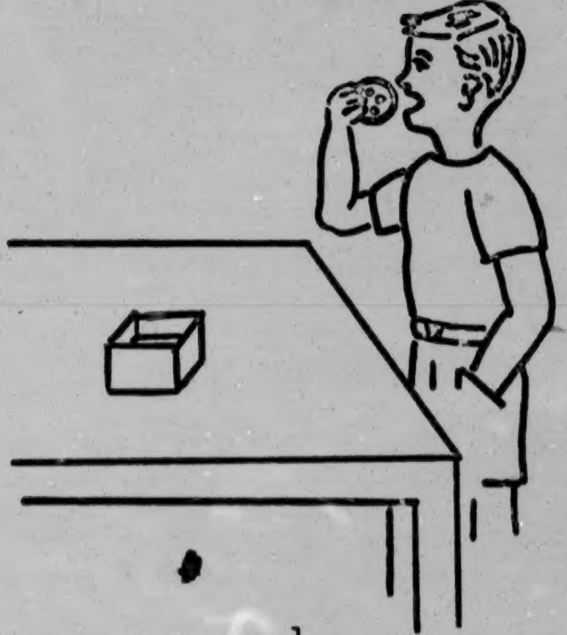
Mod. L-M II-6,6
Card A



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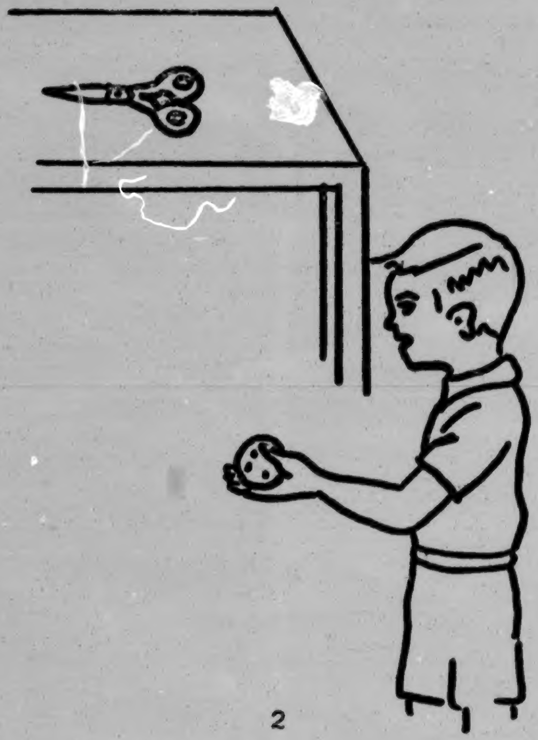

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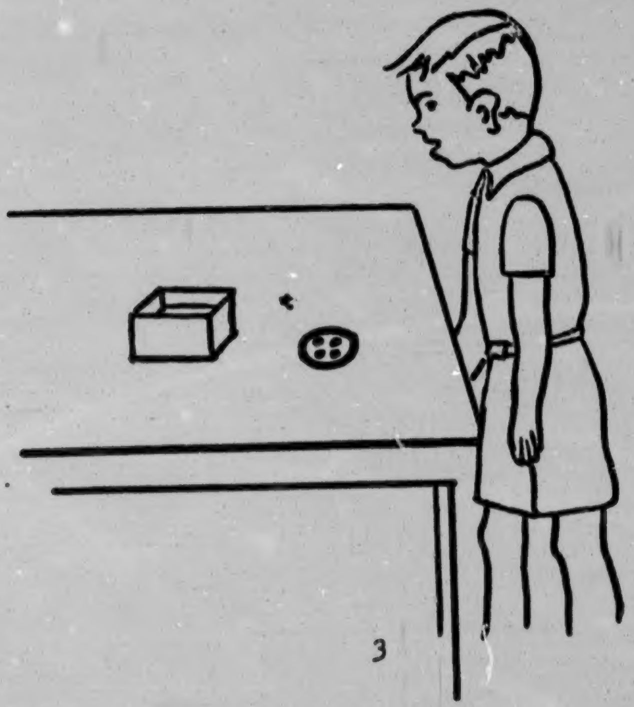

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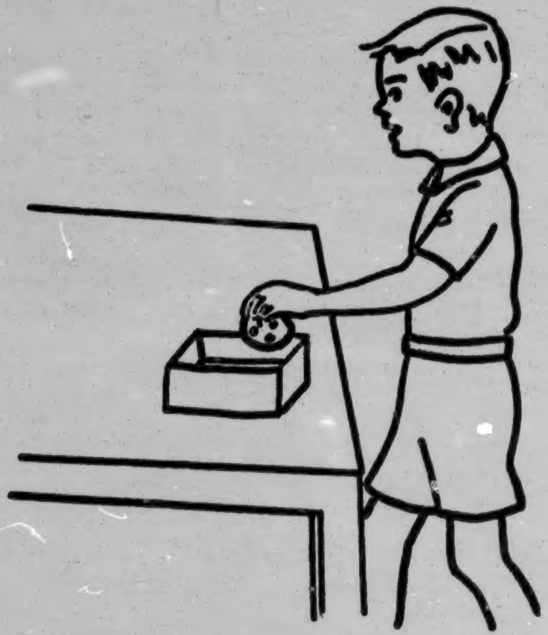

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Mod. L-M II-6, 6
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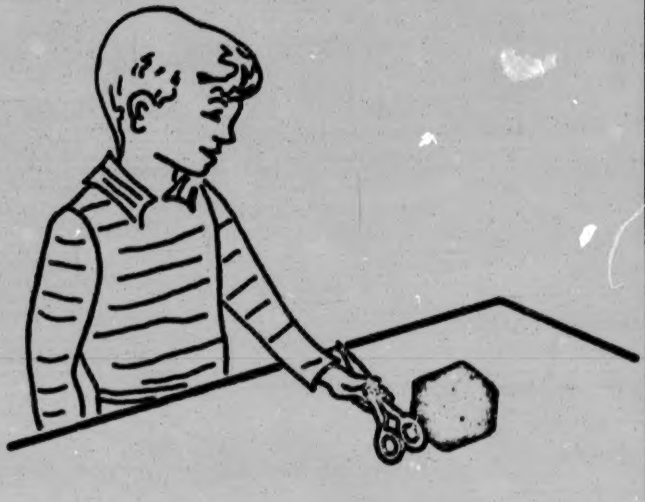

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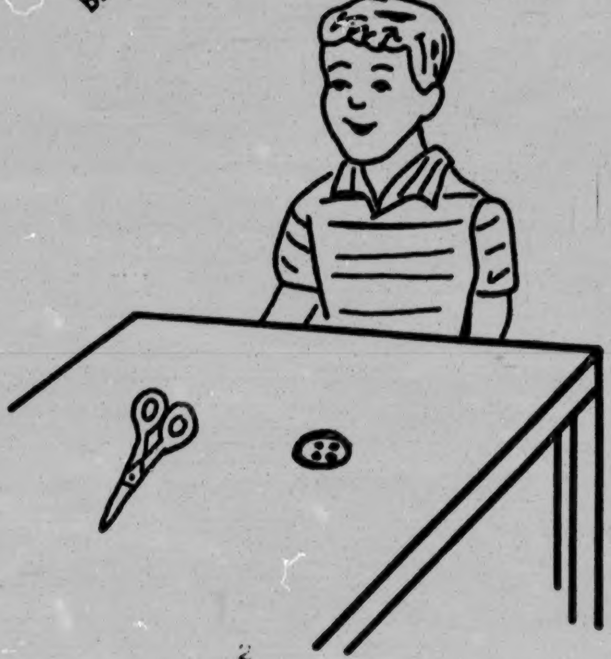

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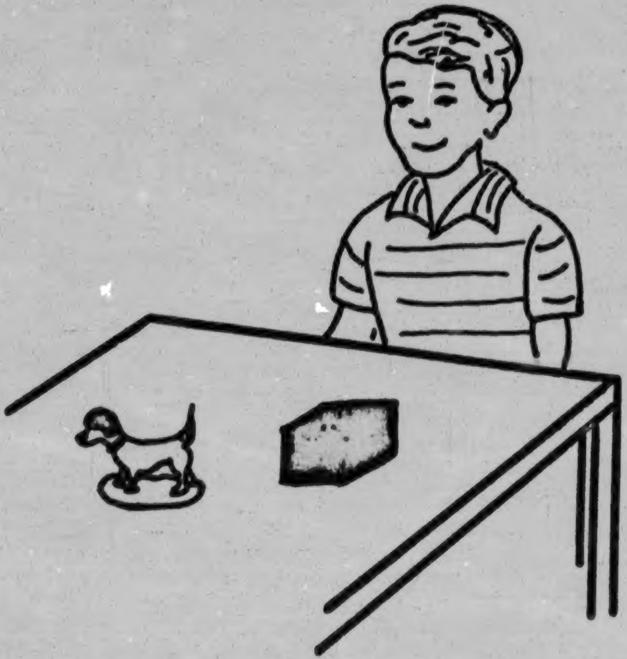

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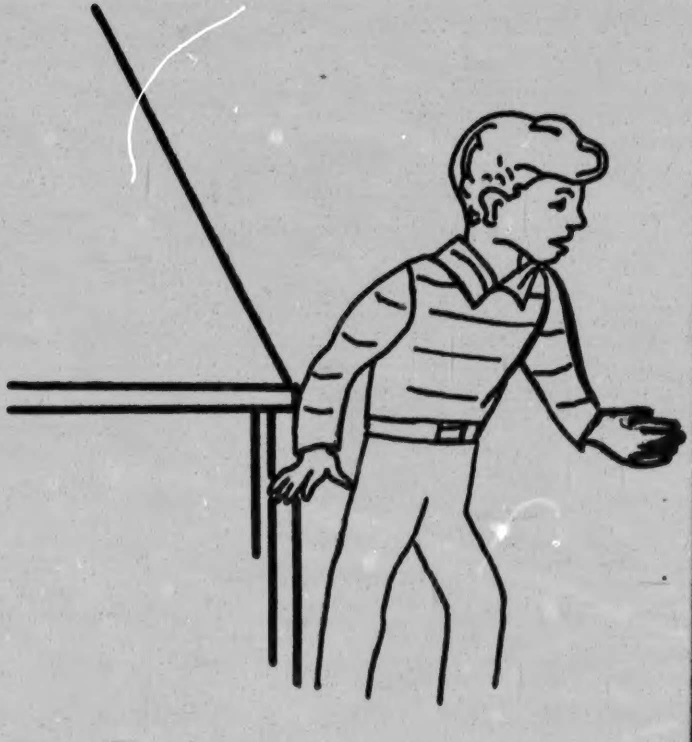

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Mod. L-M II-6,6
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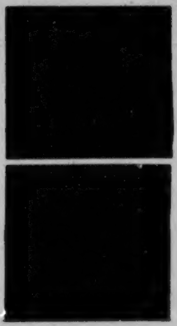

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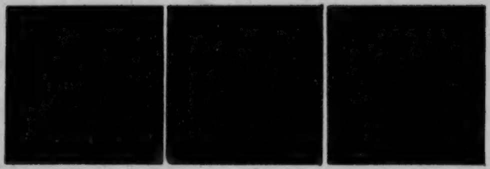

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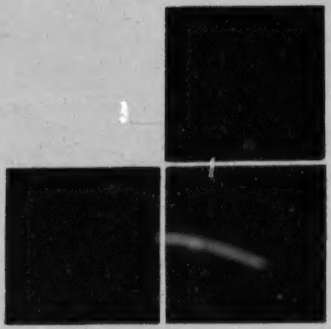

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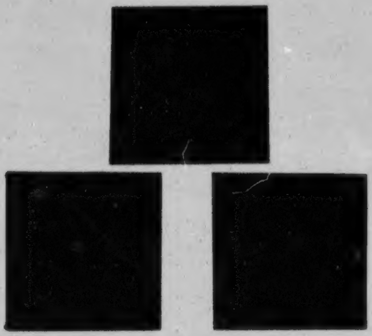

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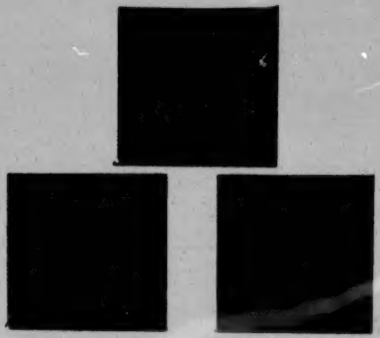
Mod. L-M III, 3
Card A



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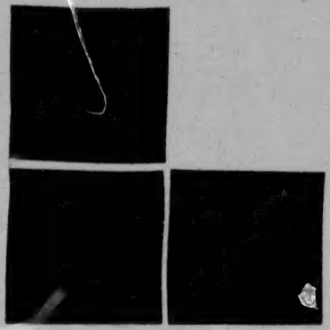

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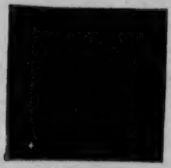

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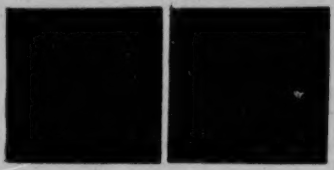

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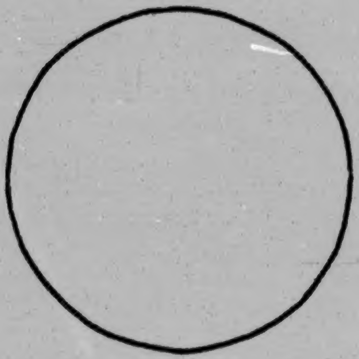
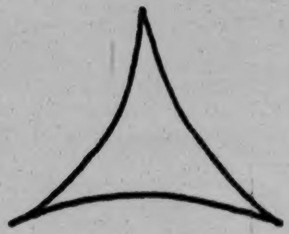
Mod. L-M III, 3
Card B





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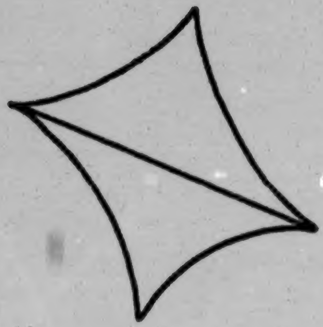

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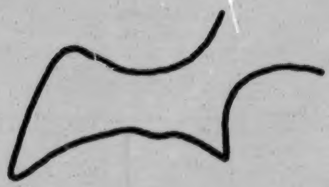

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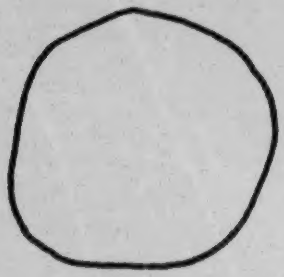

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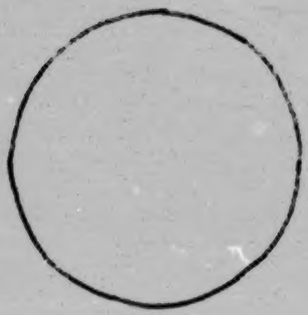
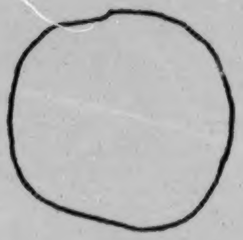
Mod. L-M III, 5
Card A





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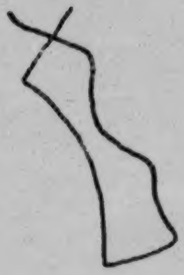

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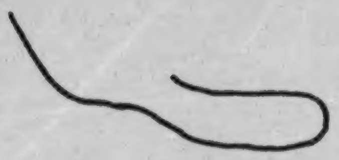

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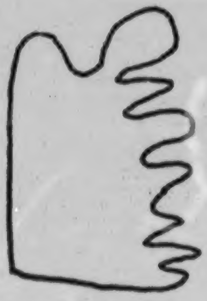

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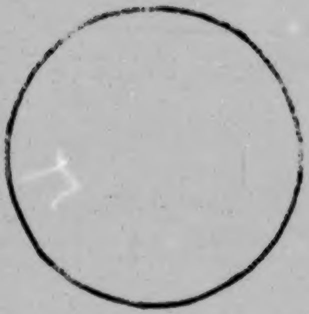
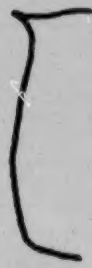
Mod. L-M III, 5
Card B





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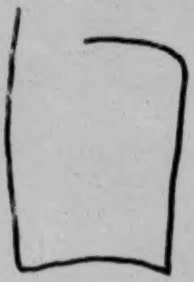

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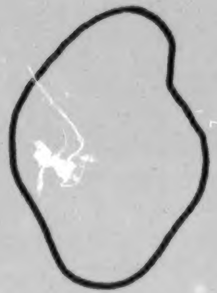

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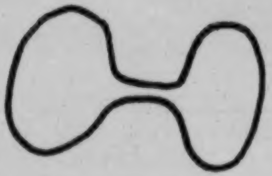

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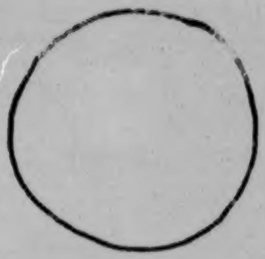
Mod. L-H III, 5
Card C



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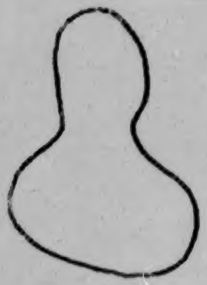

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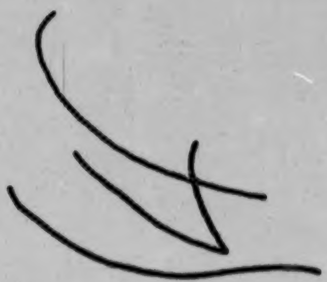

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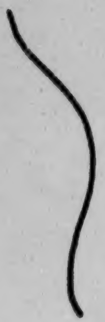

4

Mod. L-M III, 6
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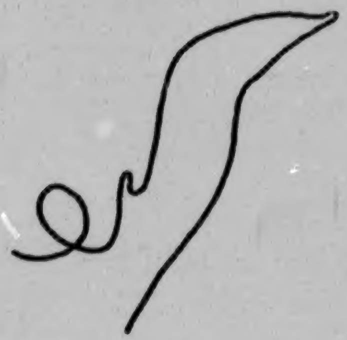

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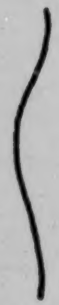

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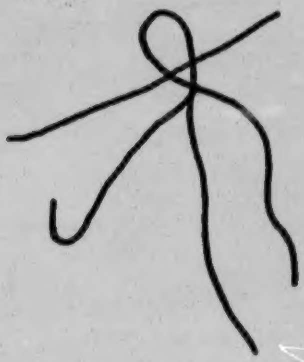

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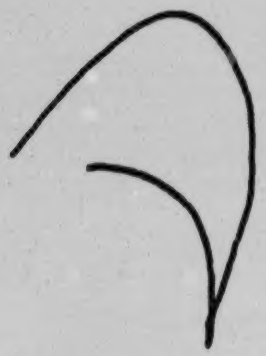

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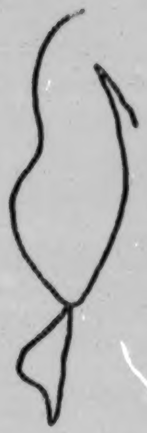
Mod. L-M III, 6
Card B



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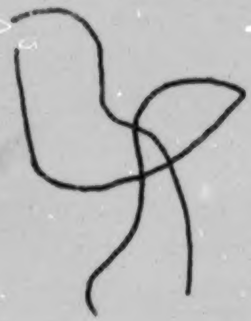

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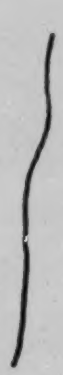

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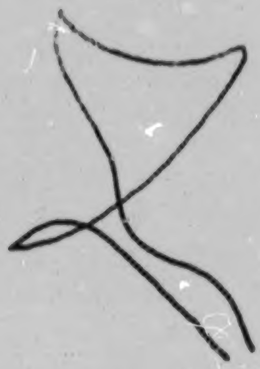
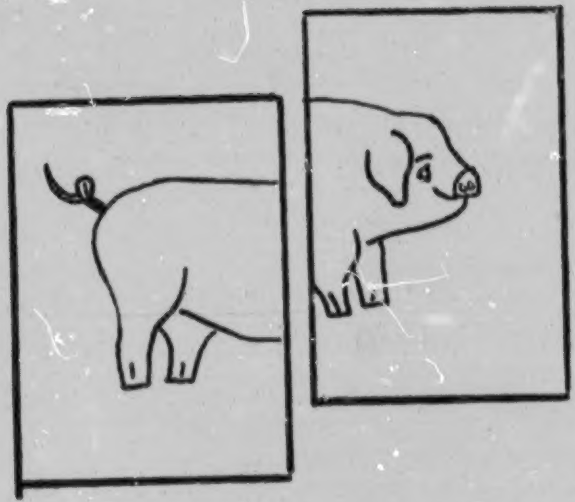


4

Mod. L-M III, 6
Card C



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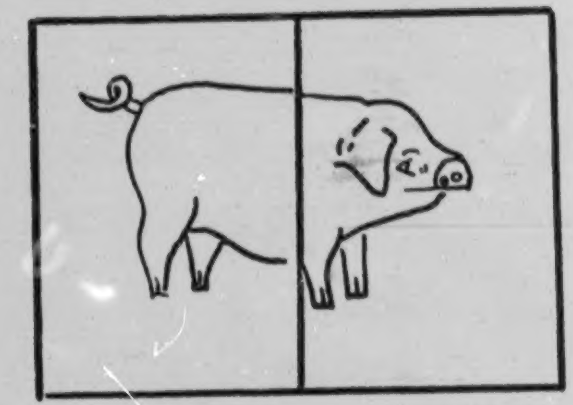

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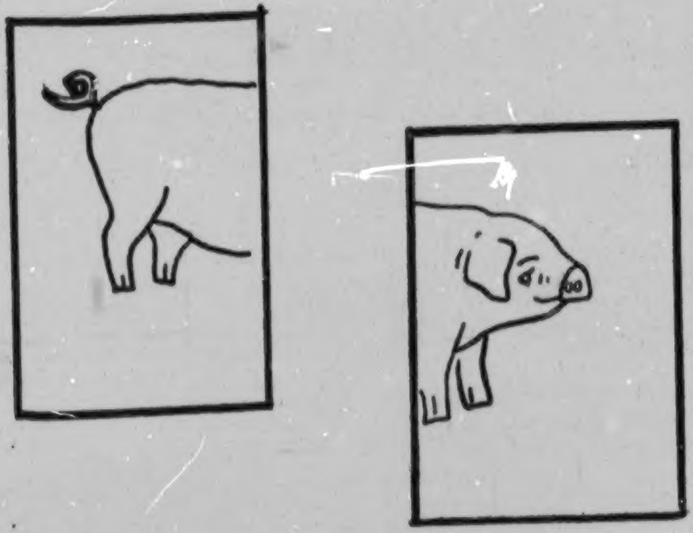

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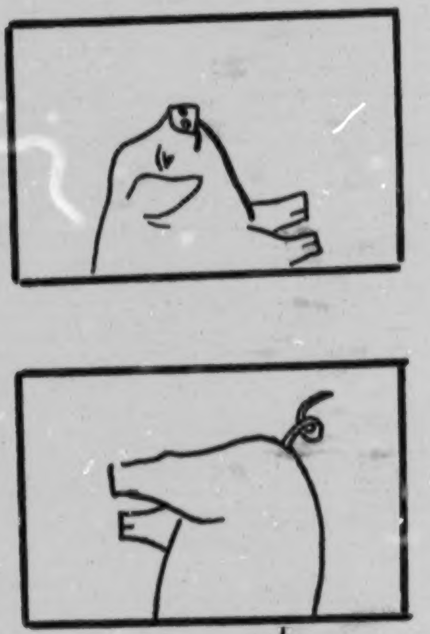
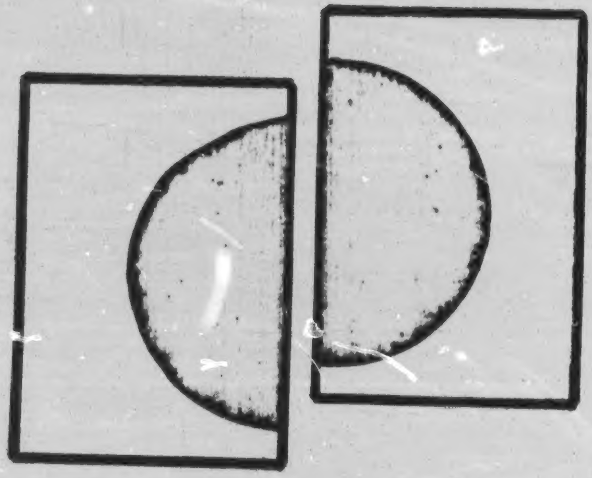


4

Mod. L-M III-6, 2
Card A



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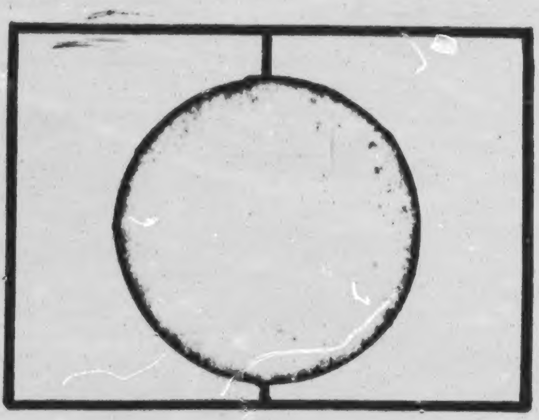

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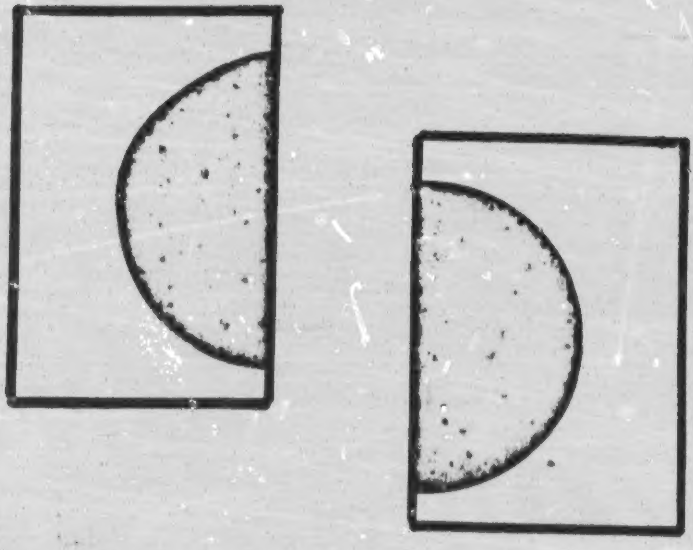

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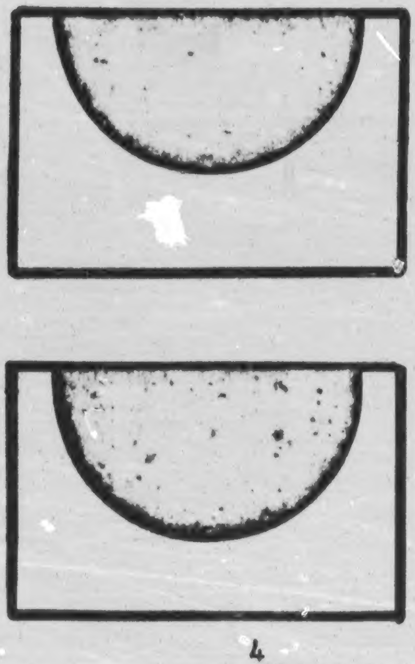

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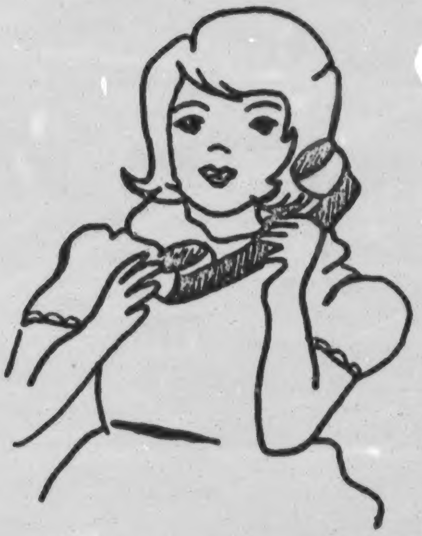
Mod. L-M III-6, 2
Card B



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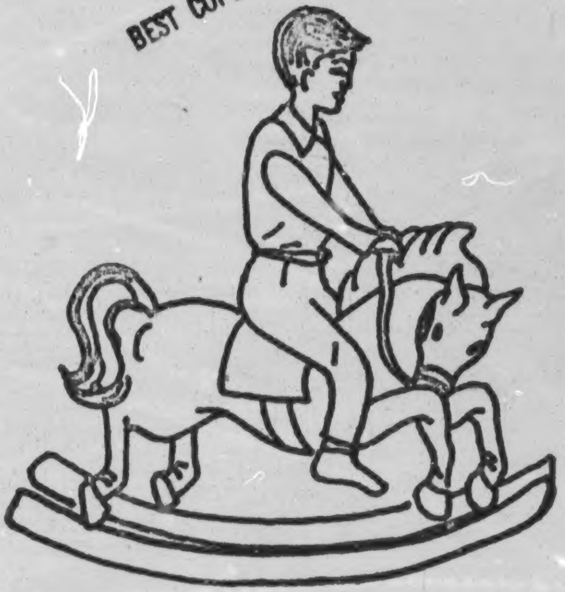

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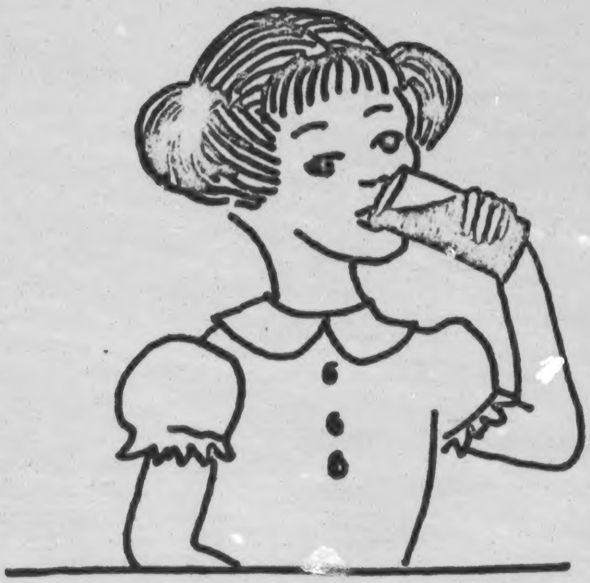

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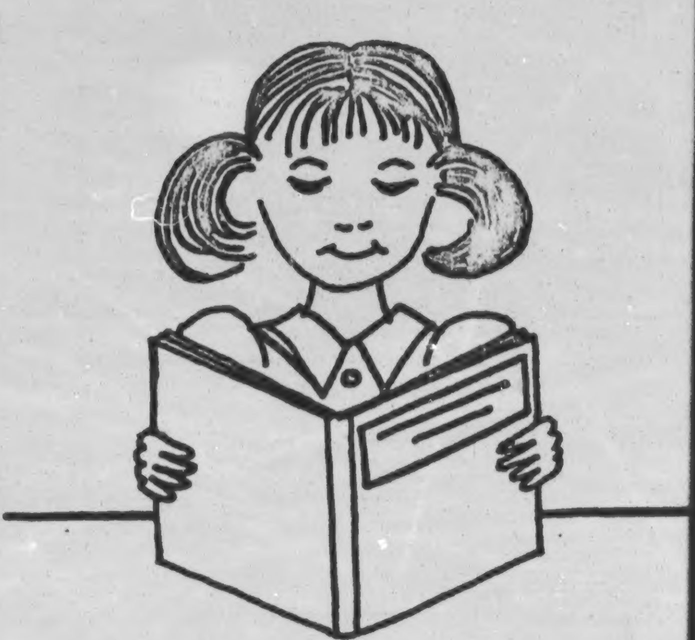

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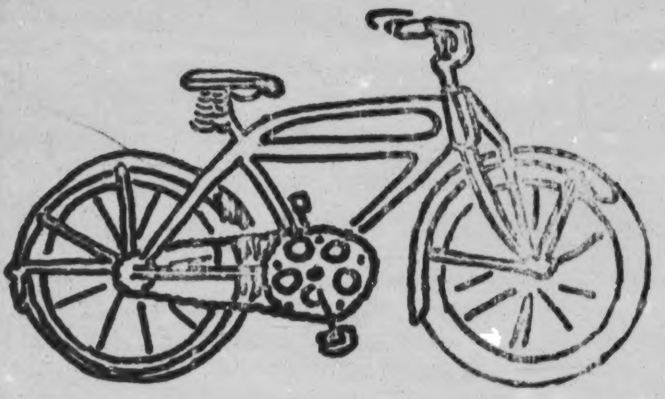

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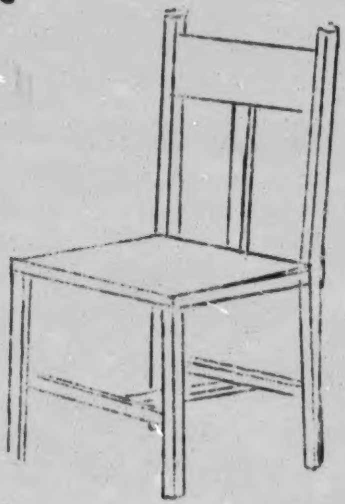

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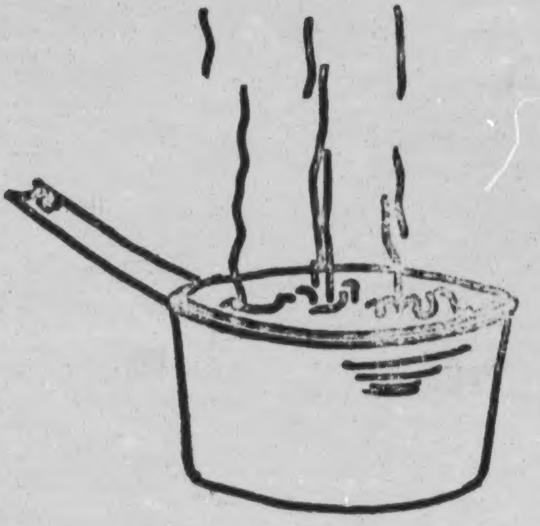

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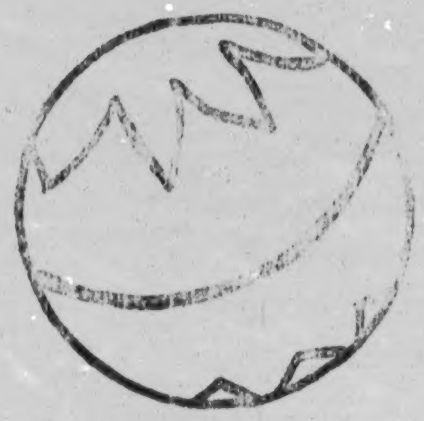

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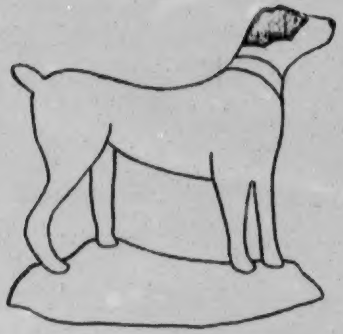
Mod. I- III-6, 6
Card B



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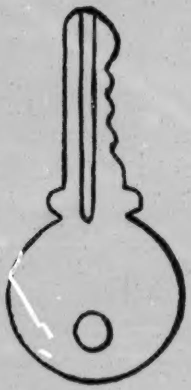

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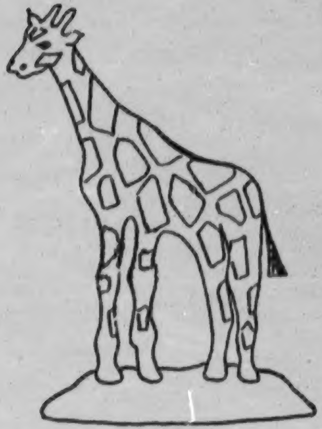

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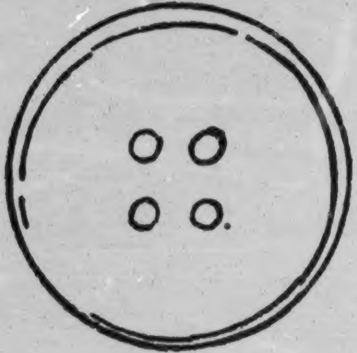
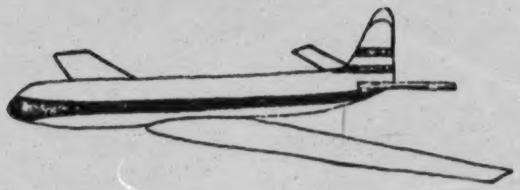


4

Mod. L-M IV, 2
Card A



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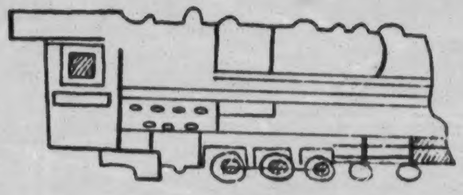

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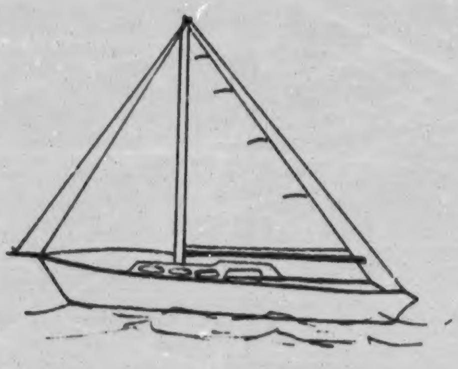

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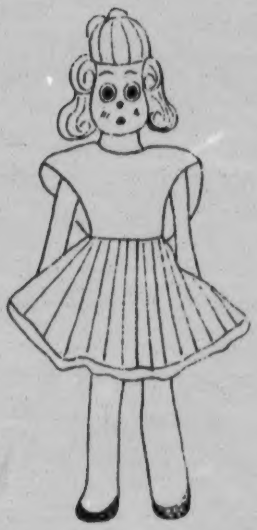
Card B



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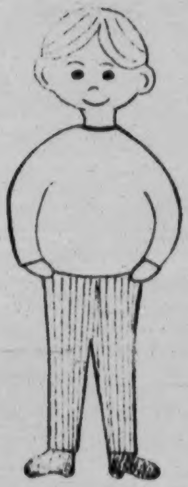

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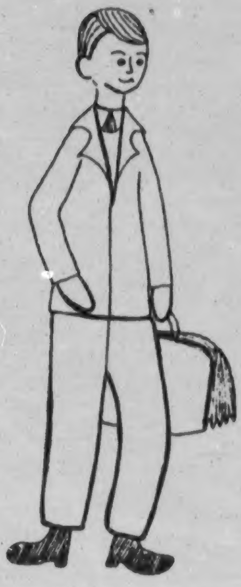

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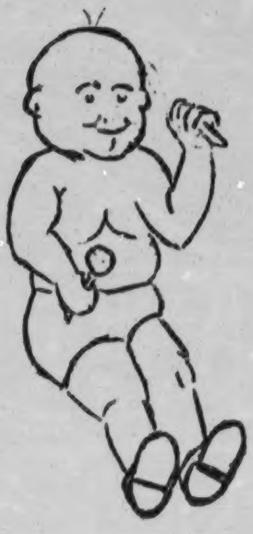

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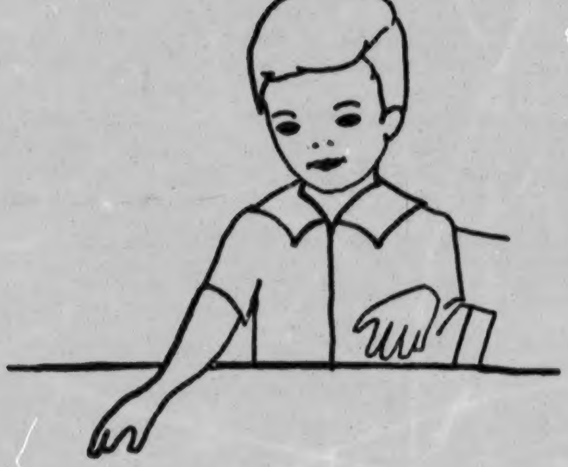
Mod. L-M IV, 2
Card C



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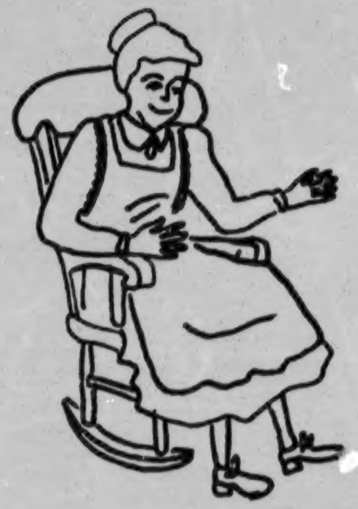

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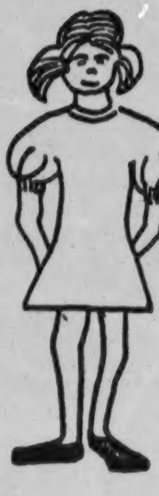

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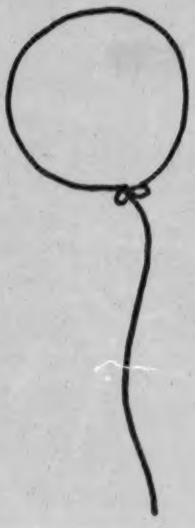
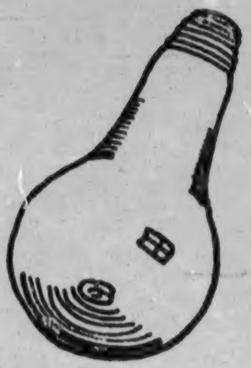


4

Mod. L-M IV, 3
Card A



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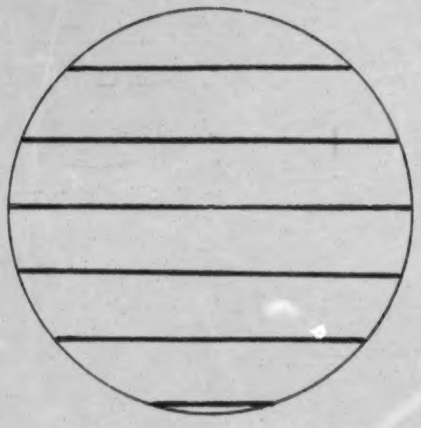

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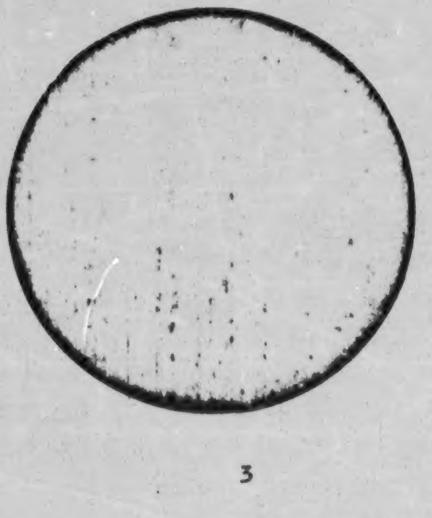

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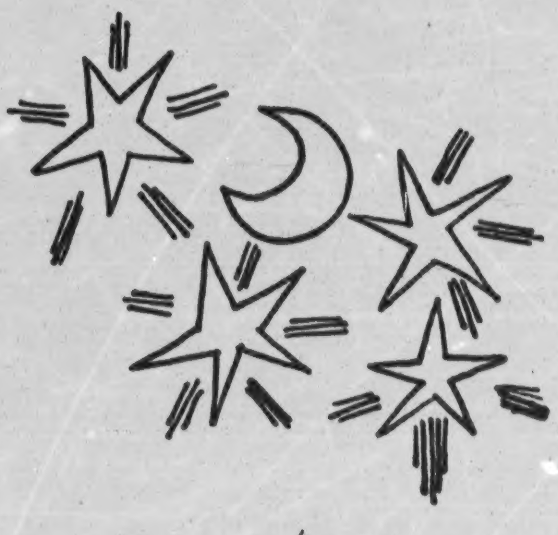

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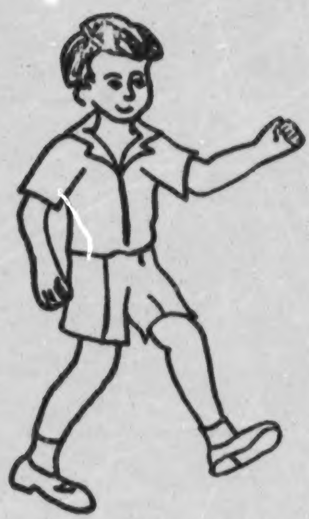
Mod. L-M IV, 3
Card B



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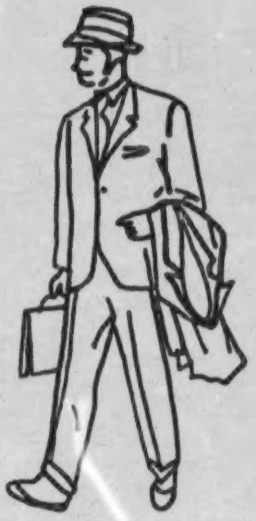

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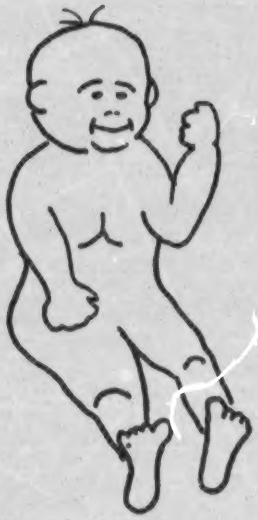

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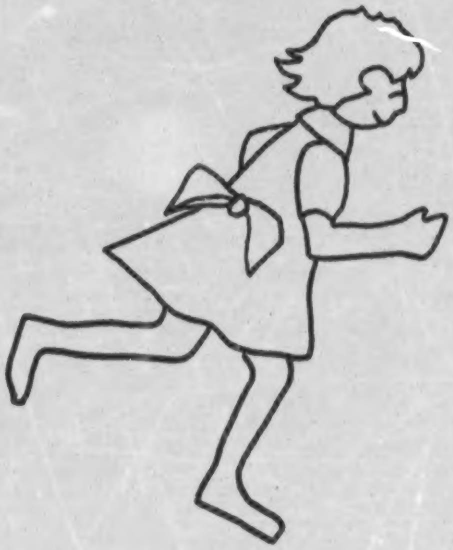

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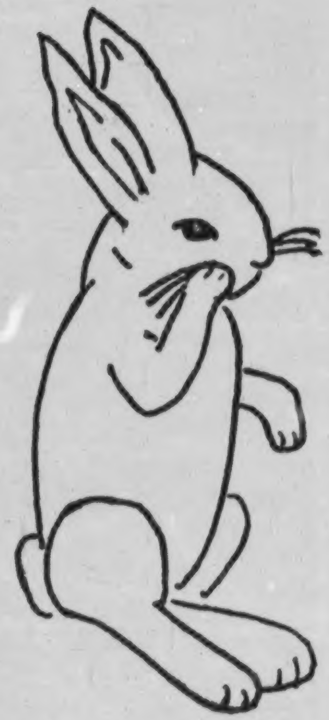
Mod. L-M IV, 3
Card C



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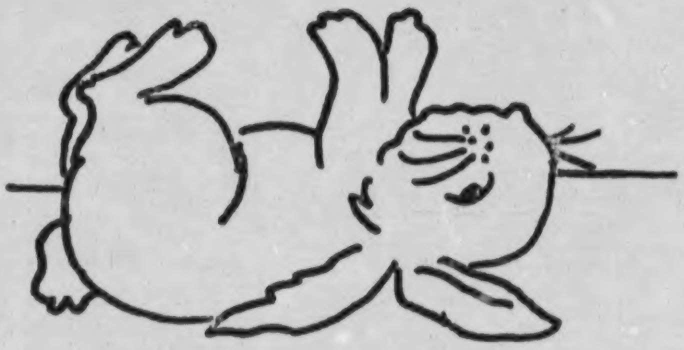

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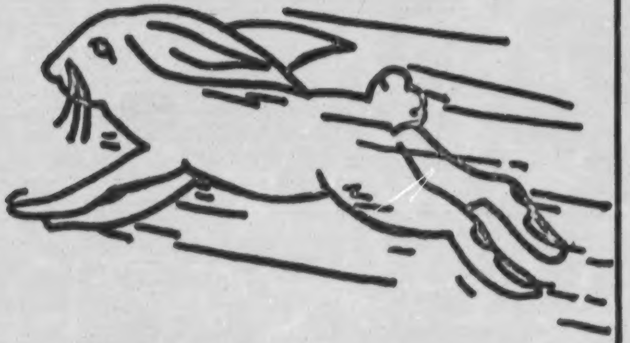

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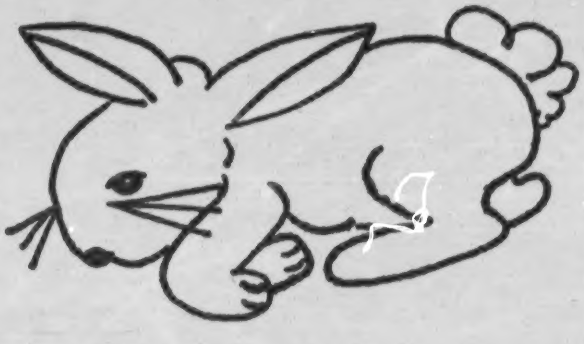
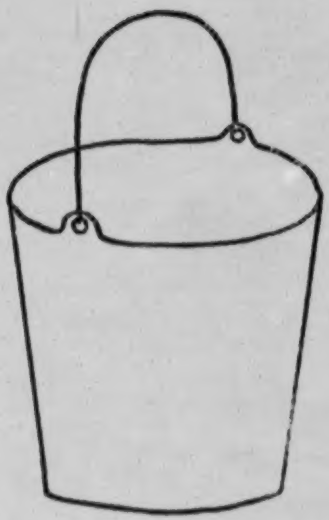


4

Mod. L-M IV, 3
Card D



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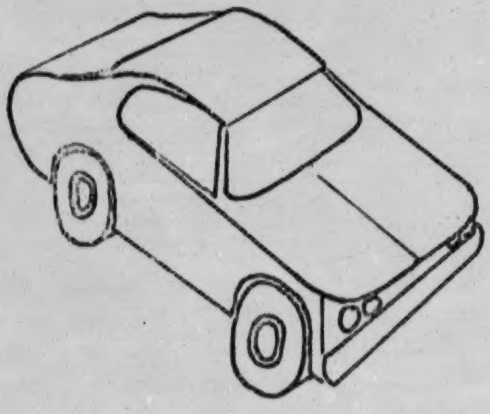

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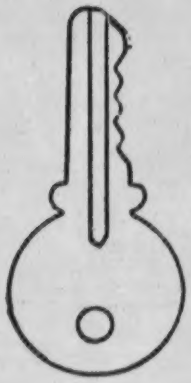

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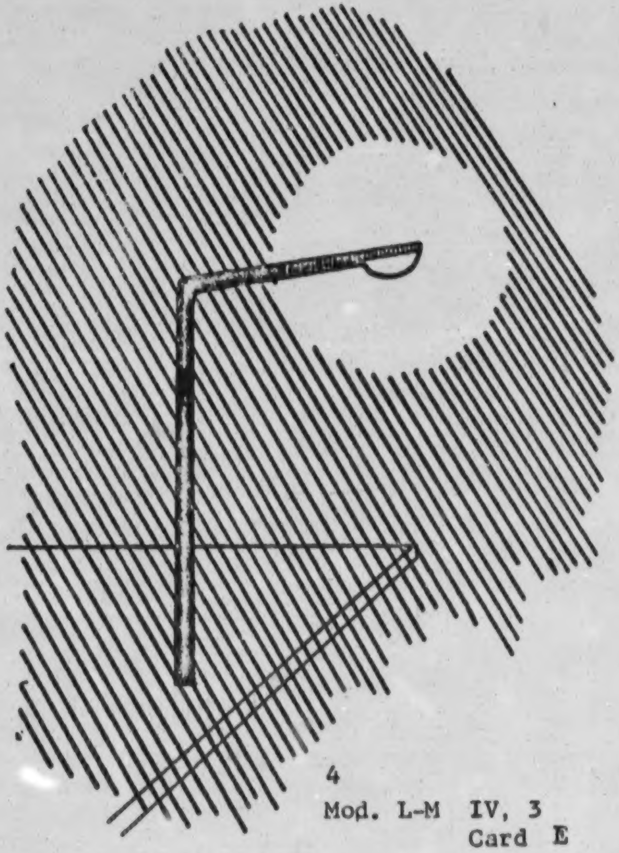
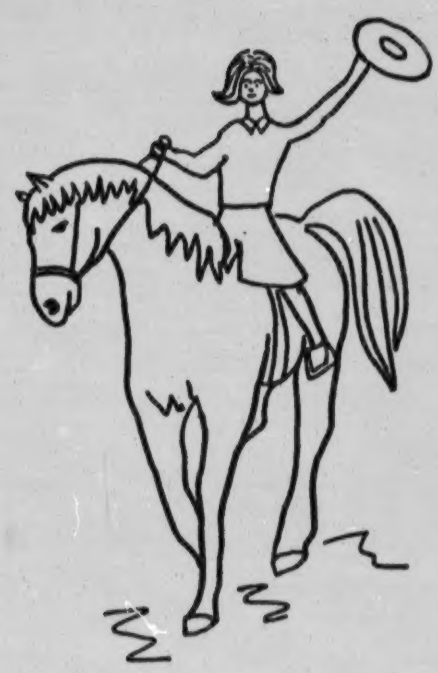


4

Mod. L-M IV, 3
Card E



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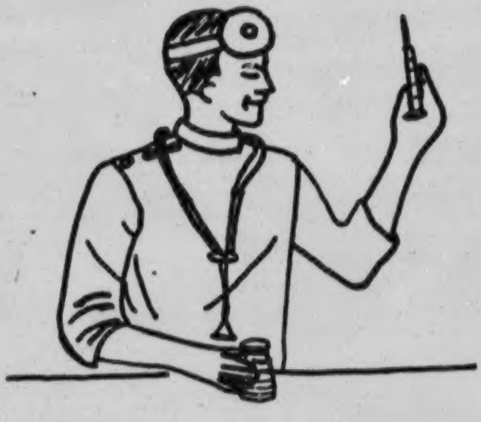

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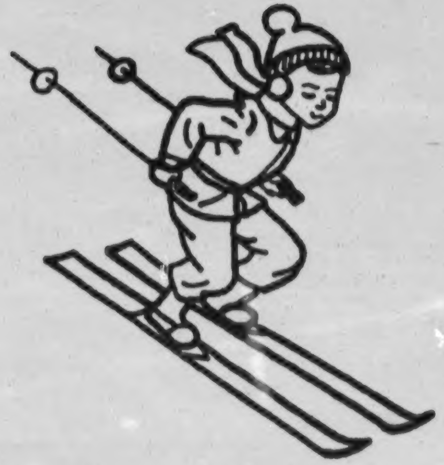

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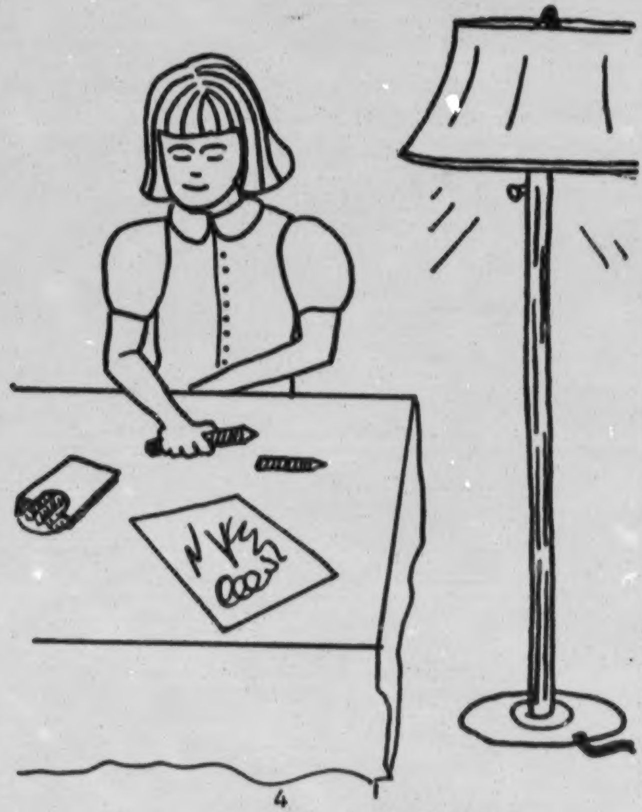
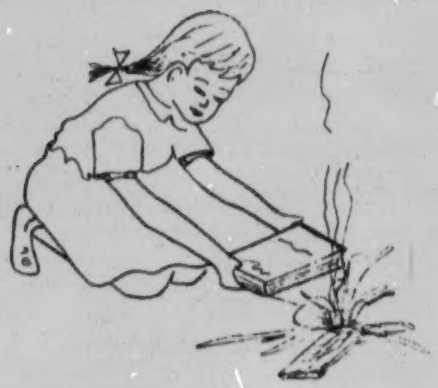


4

Mod. L-M IV, 6
Card A



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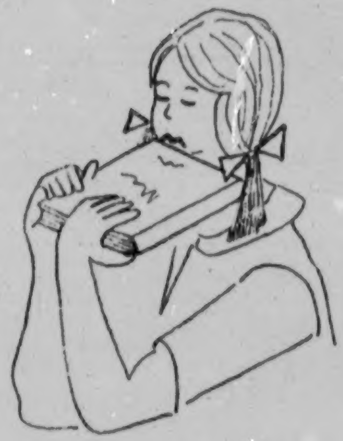

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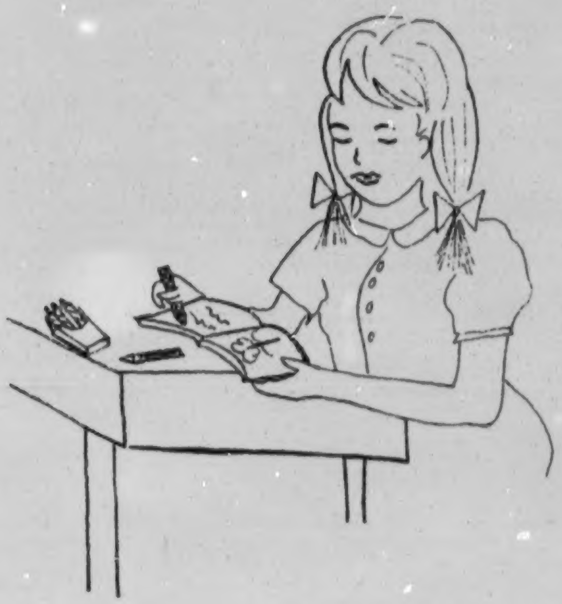

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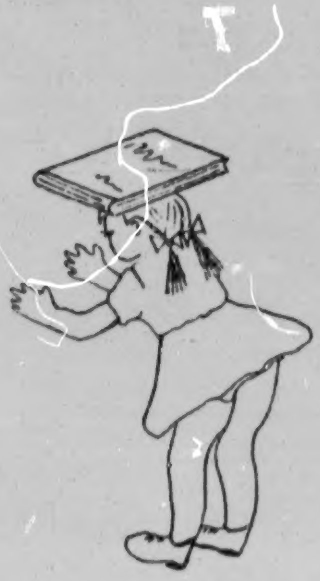

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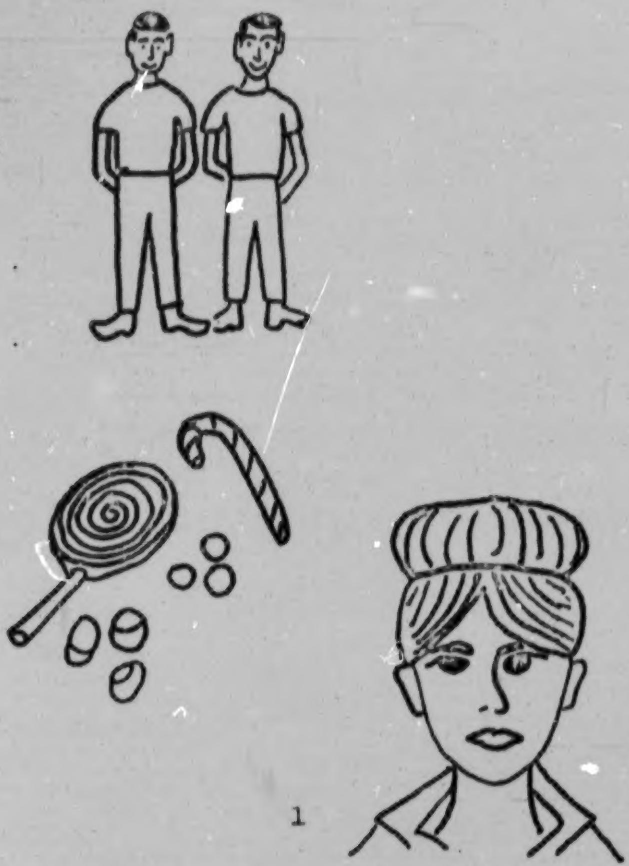
Mod. L-M IV, 6
Card D



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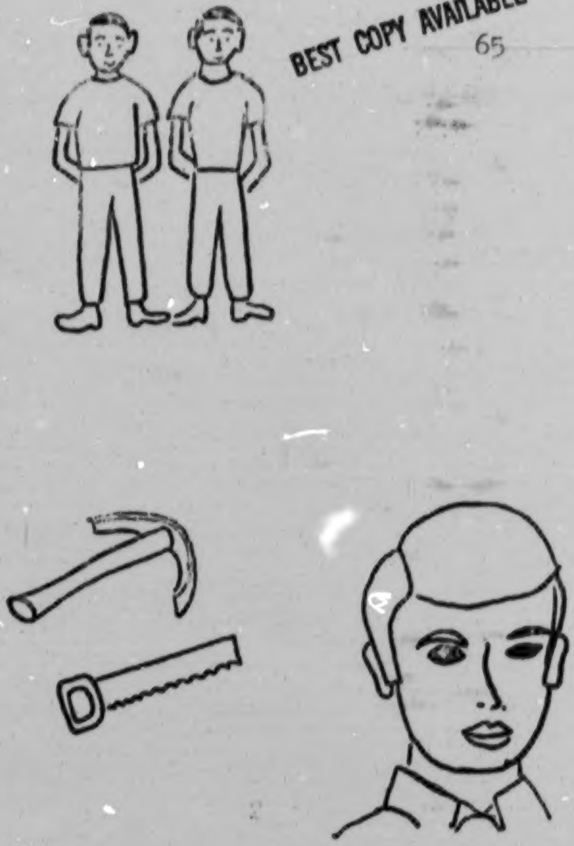

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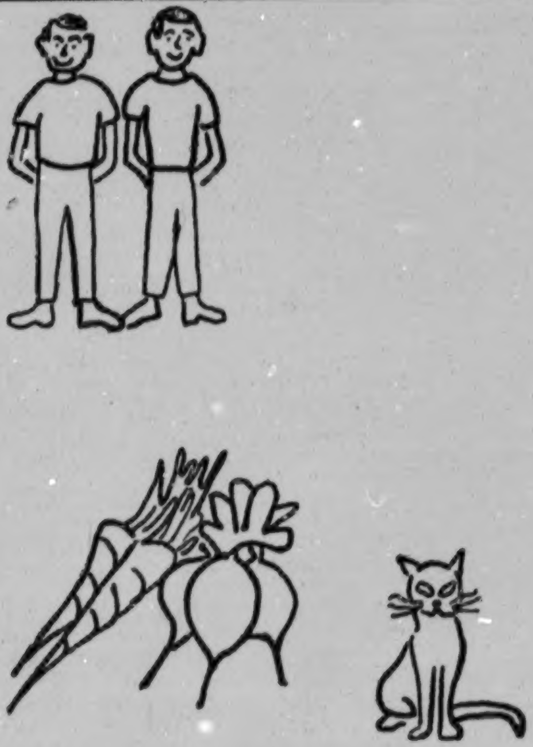

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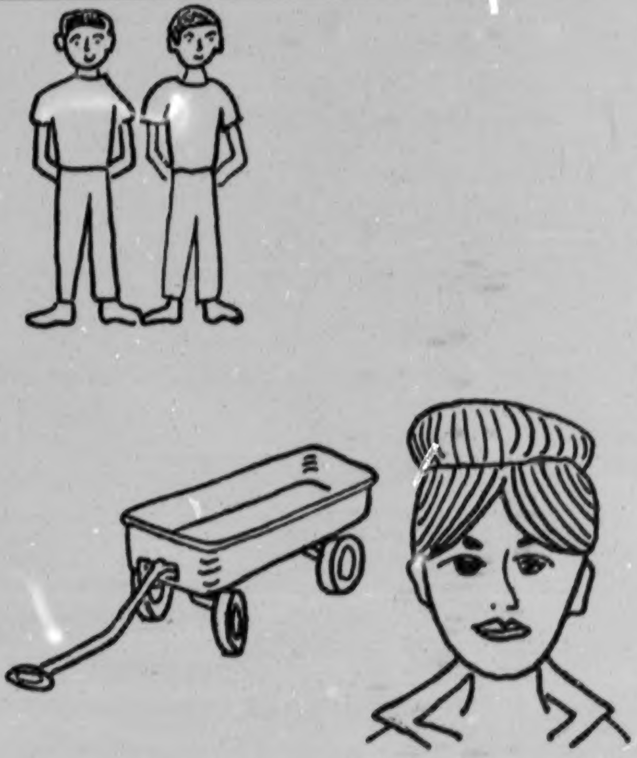
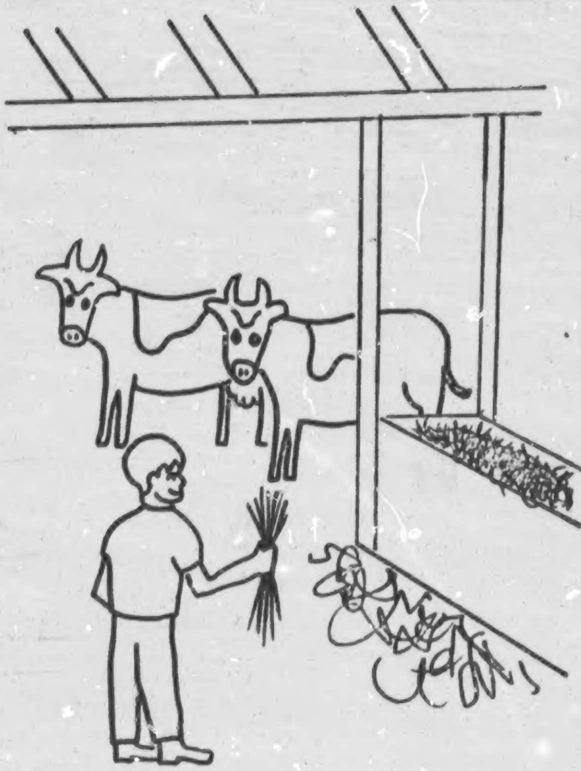


4

Mod. L-M IV, Alternate
Card A



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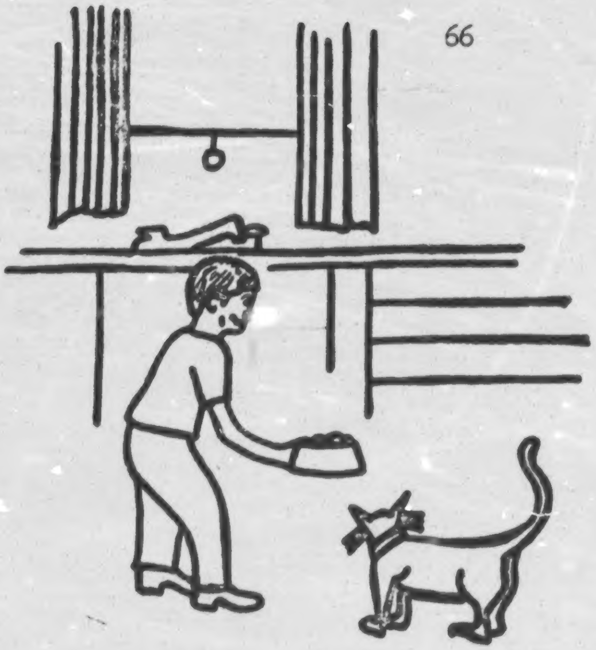

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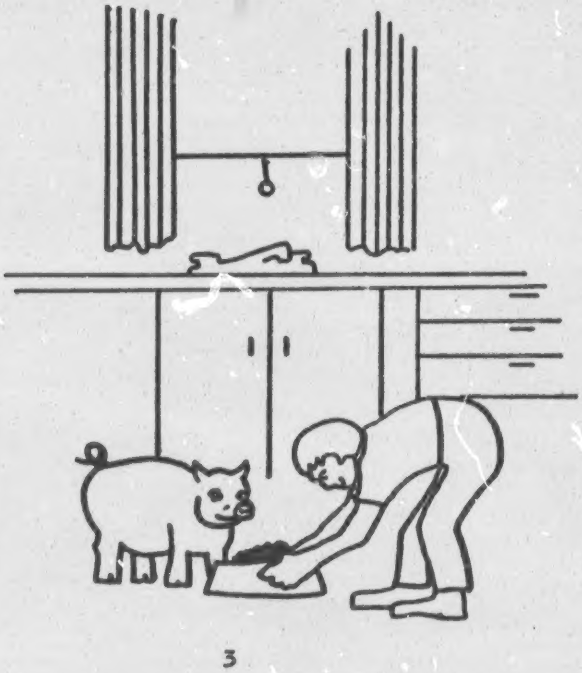

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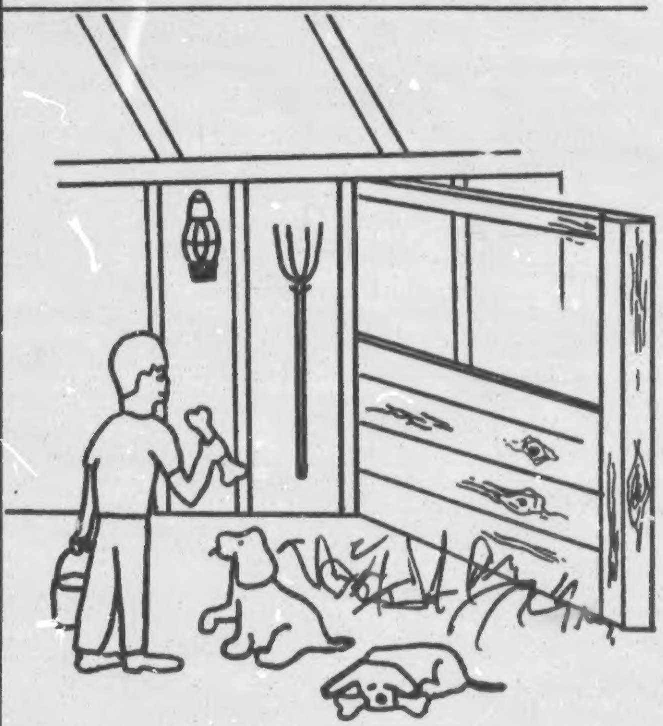

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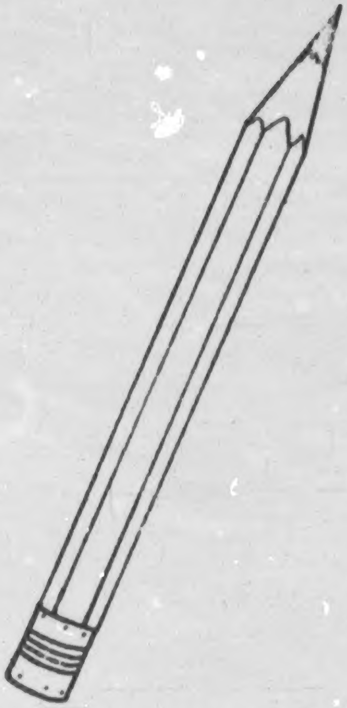
Mod. L-M IV, Alternate
Card B



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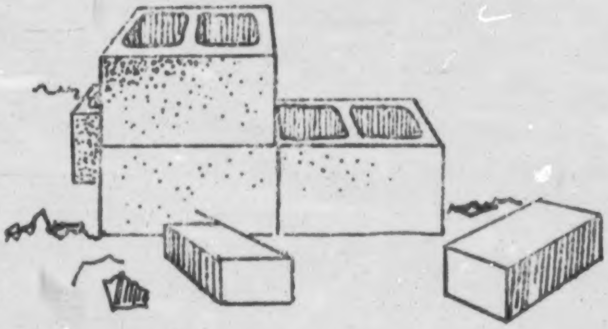

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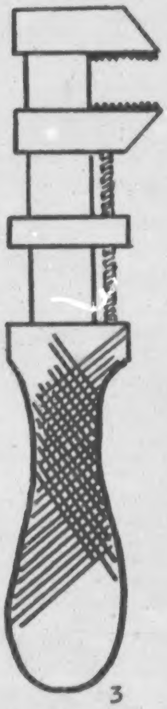

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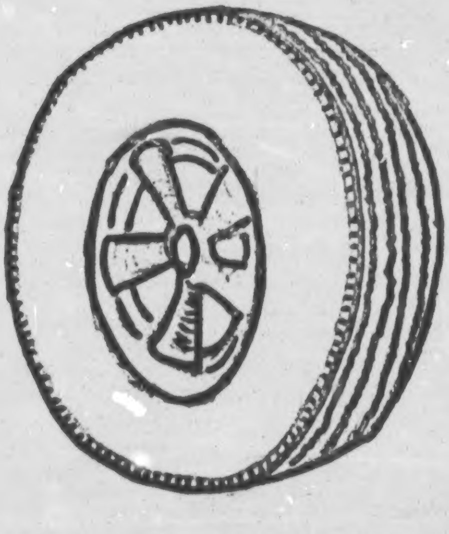
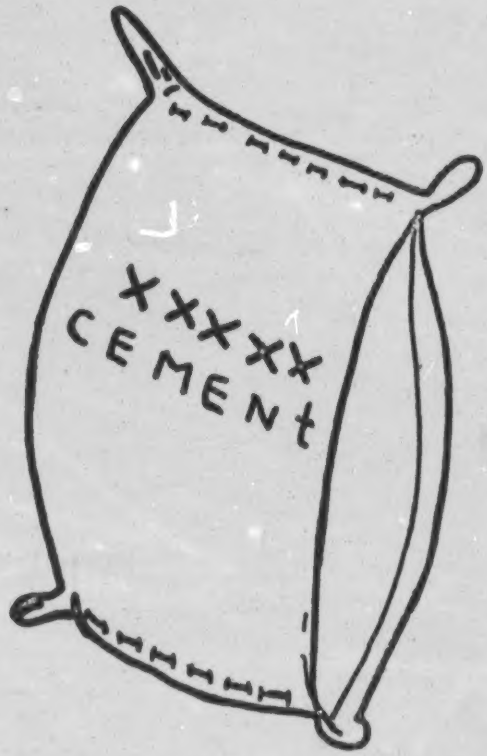


4

Mod. L-M IV-6, 4
Card A



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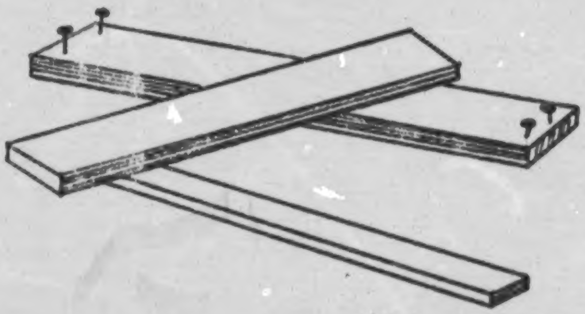

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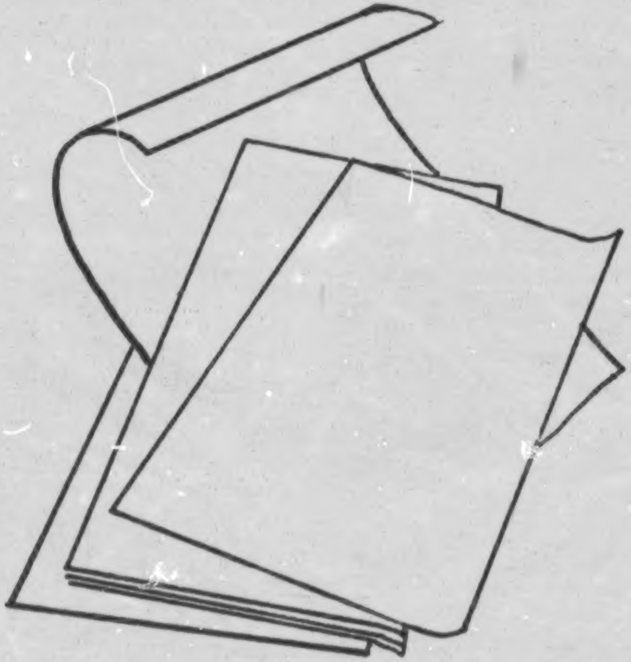

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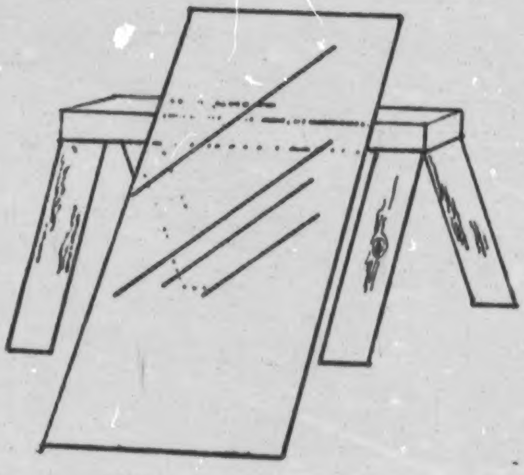

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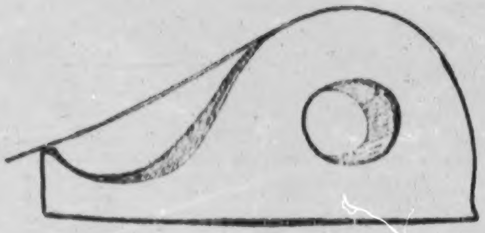

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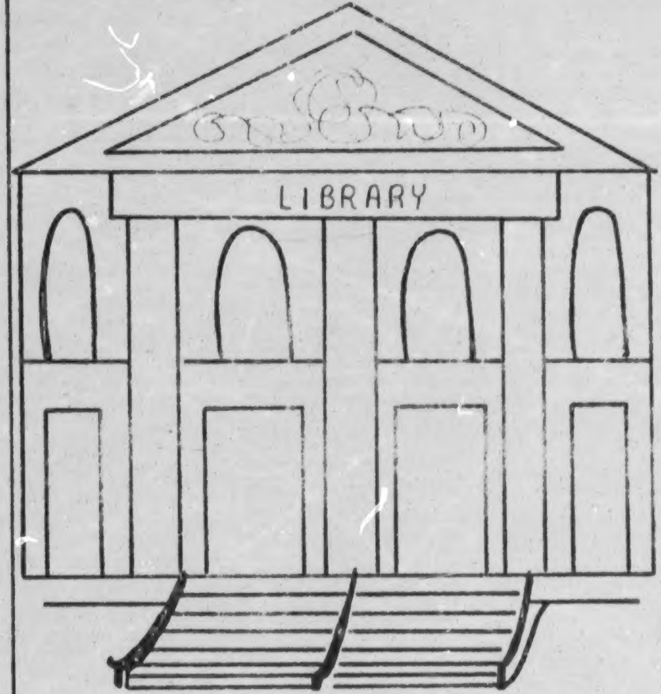

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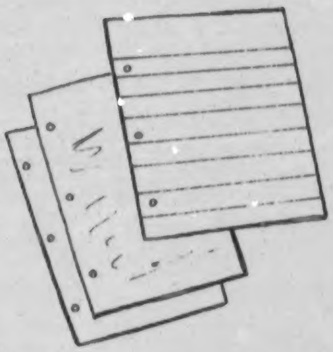

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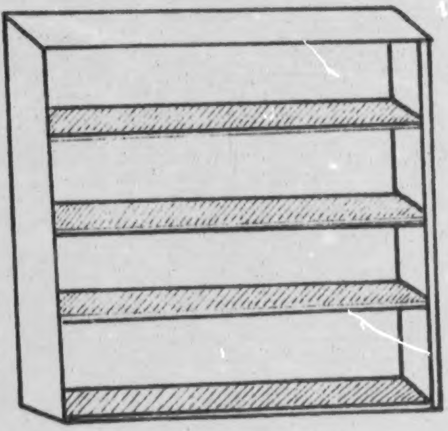
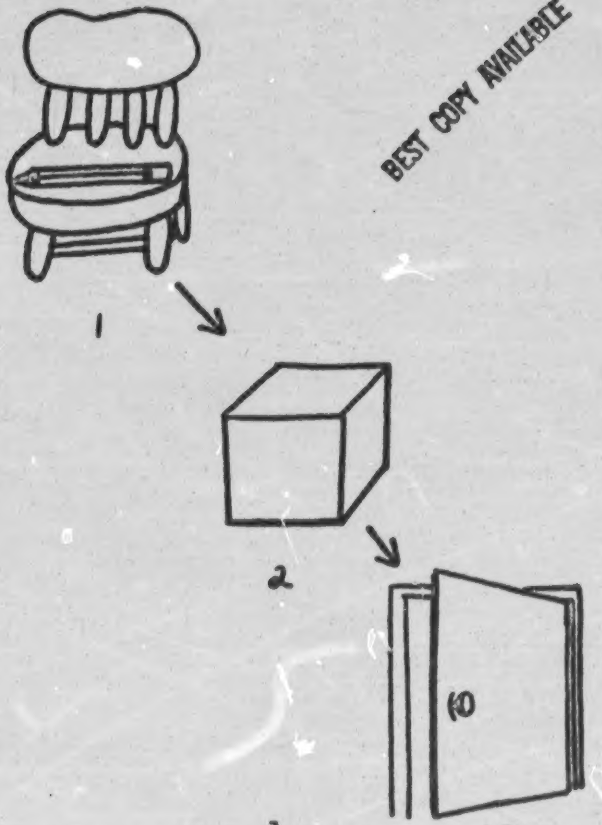


4

Mod. L-M IV-6, 4
Card C



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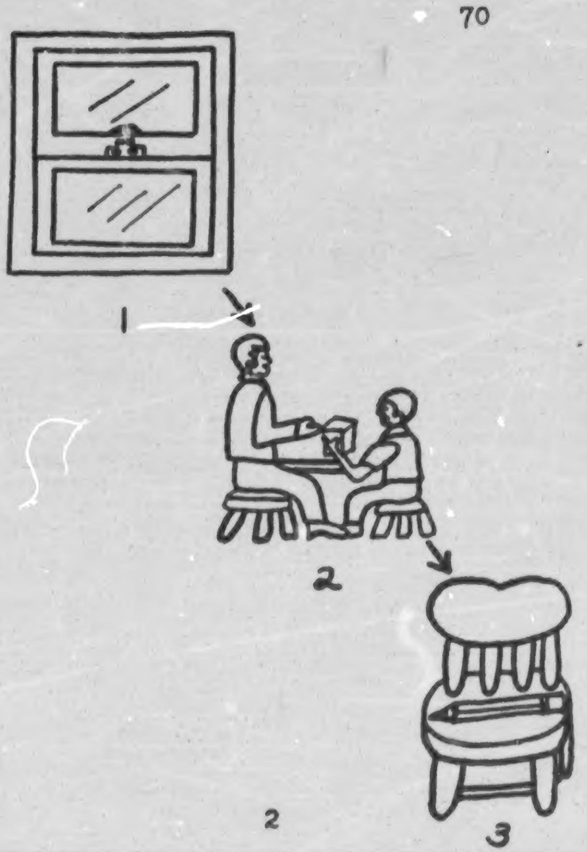

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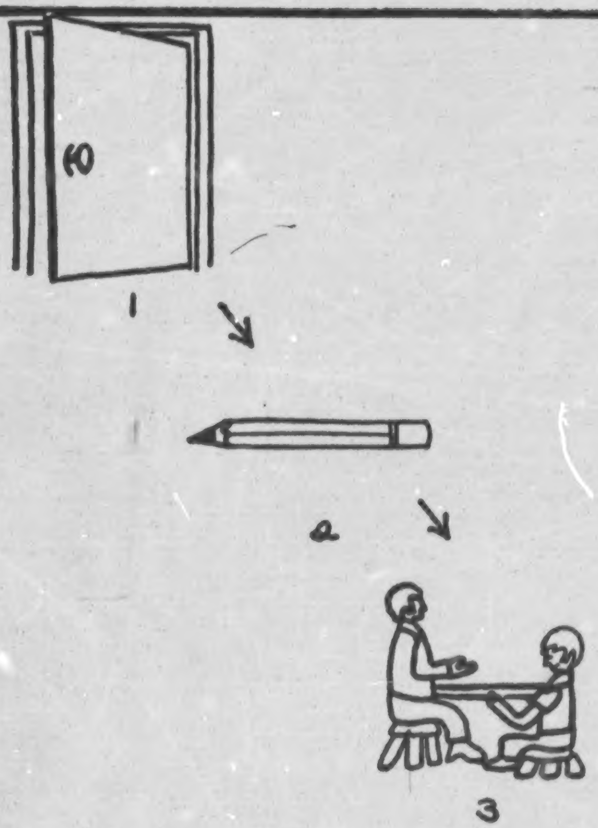

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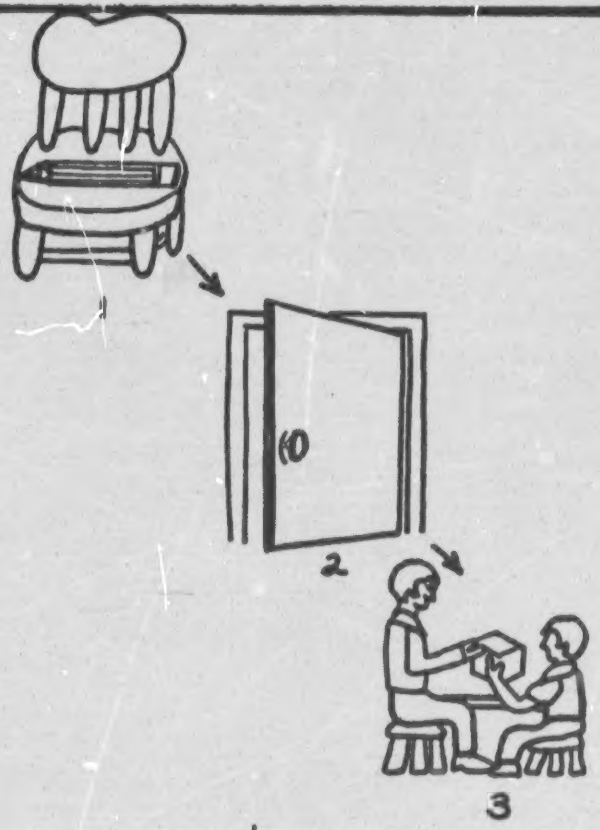

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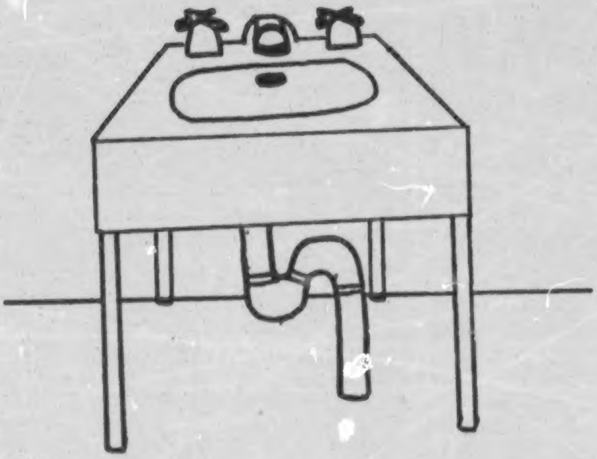
Mod. L-M IV-6, 5



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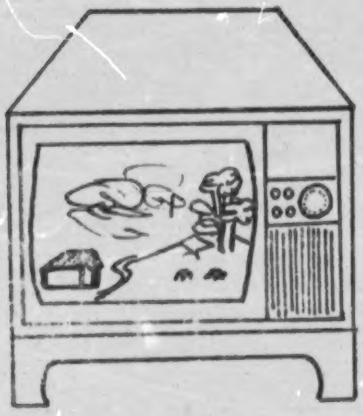

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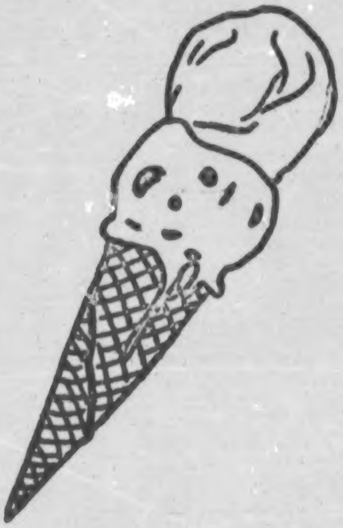

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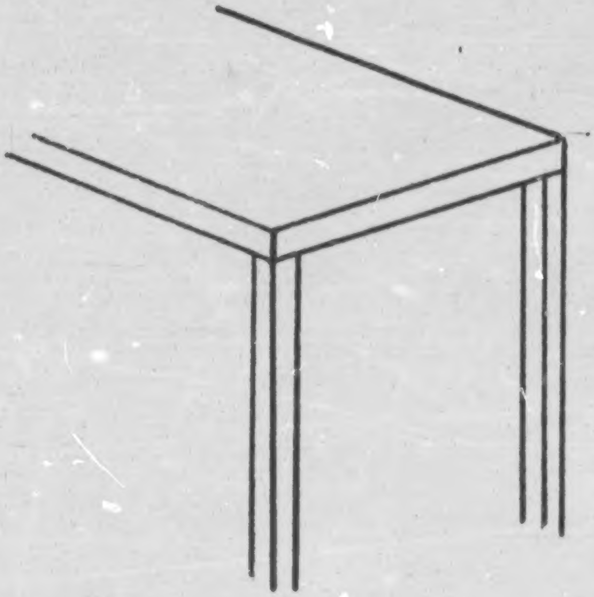

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Mod. L-M IV-6, 6
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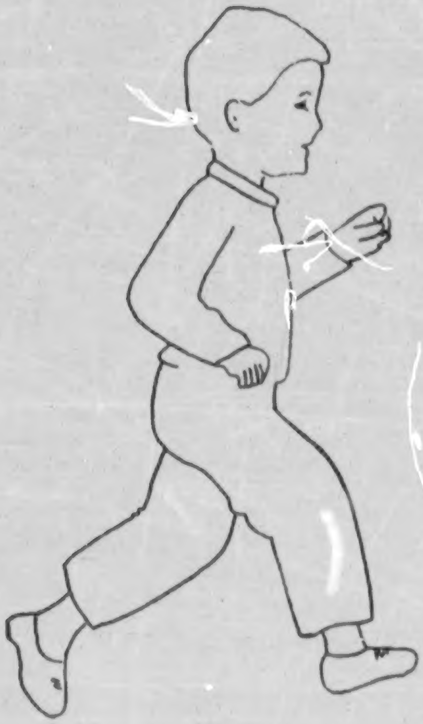

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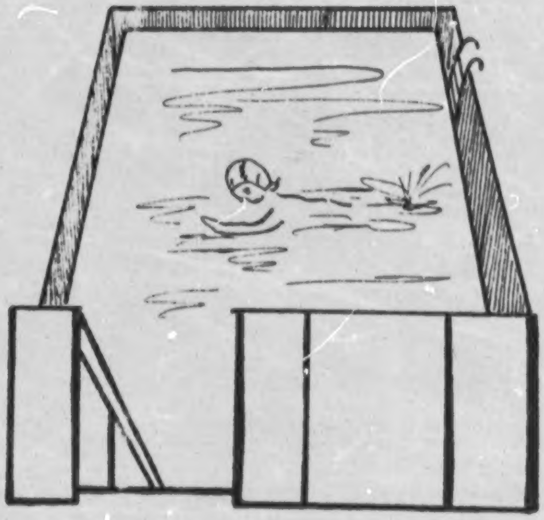

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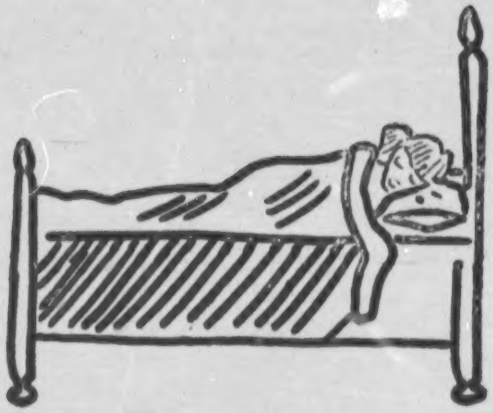

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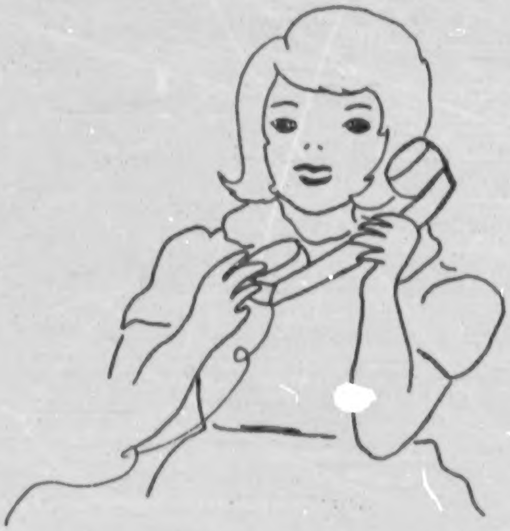

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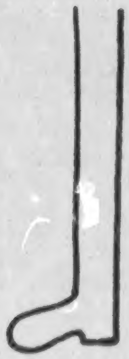

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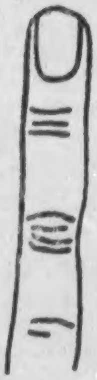

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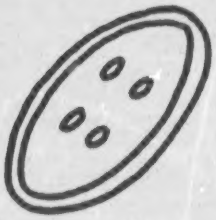

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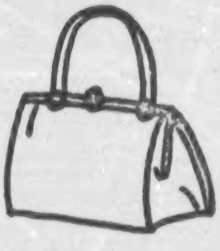

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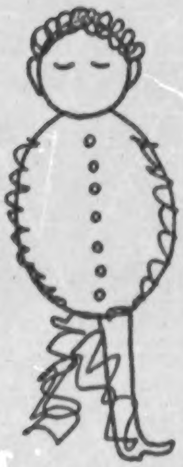
Mod. L-M V,1
Card A



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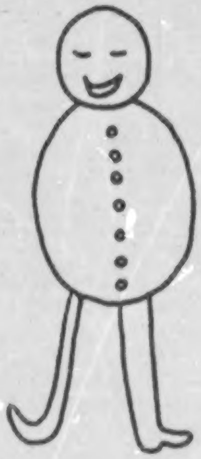

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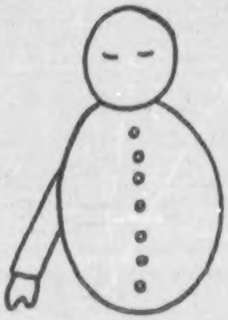

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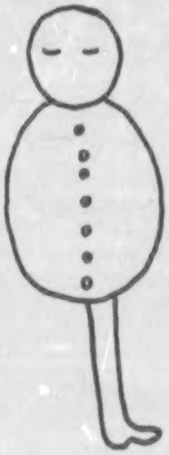

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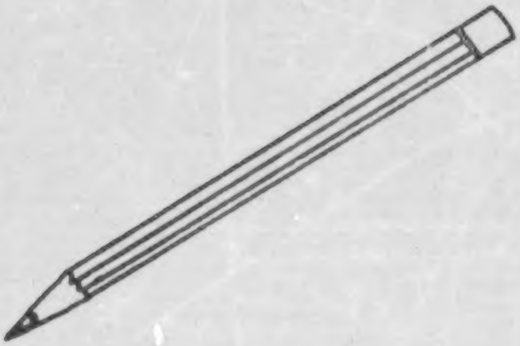
Mod. L-M V, 1
Card B



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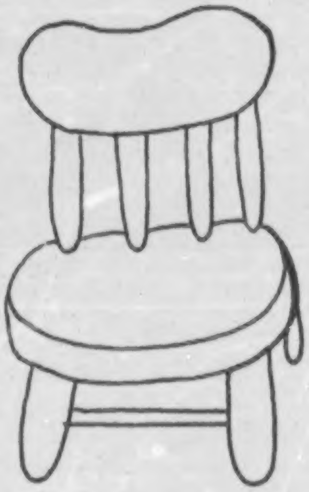

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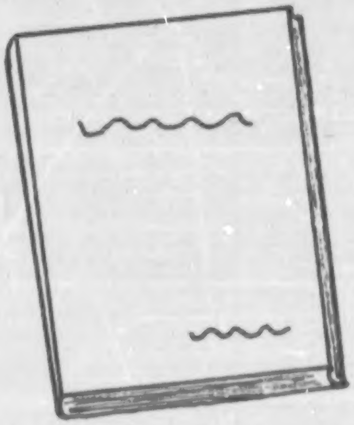

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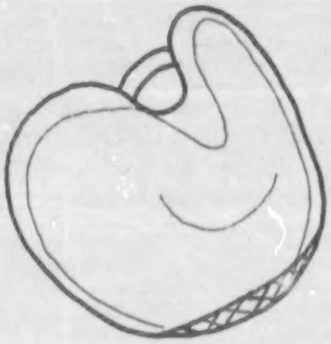
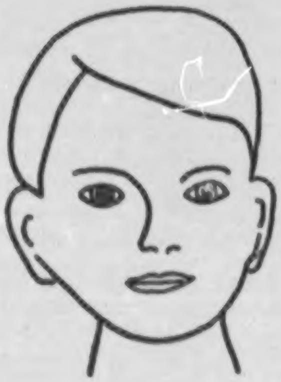


4

Mod. L-M V, 3
Card



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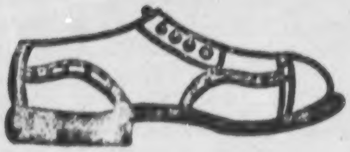

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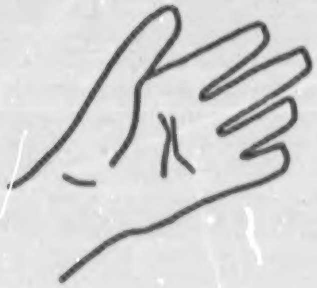

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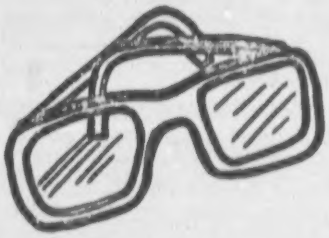

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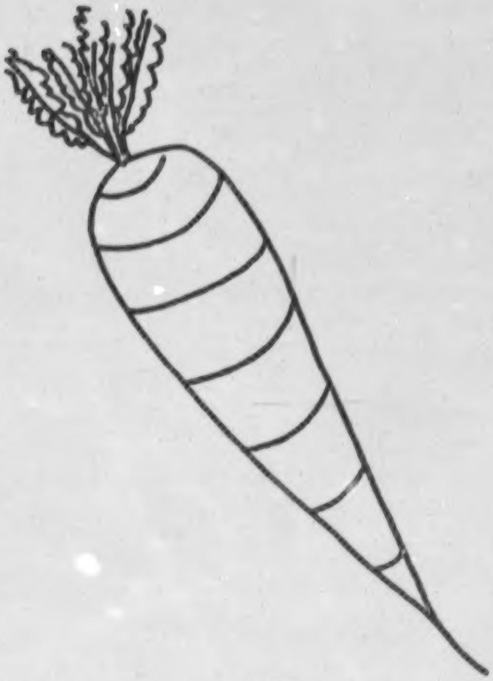
Mod. L-M V, 3
Card B



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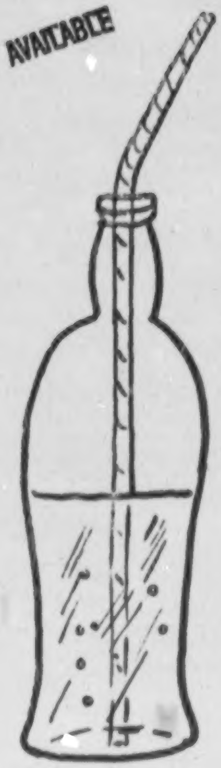

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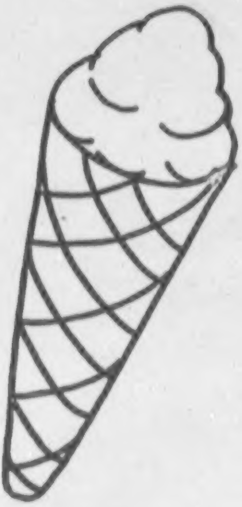

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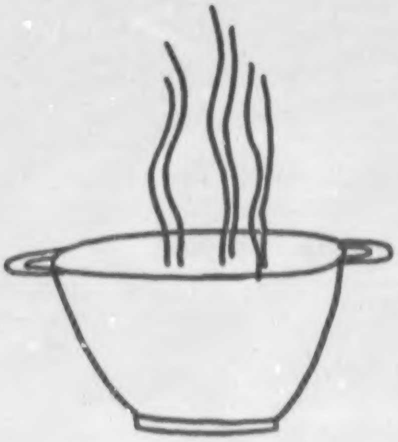
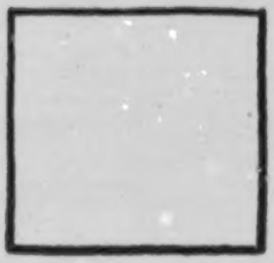
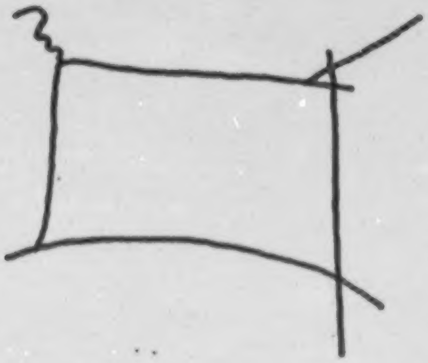


4

Mod. L-M V. 3
Card C





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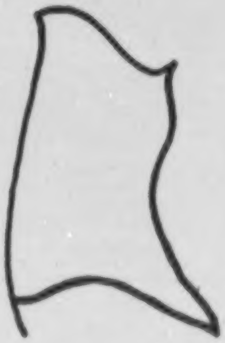

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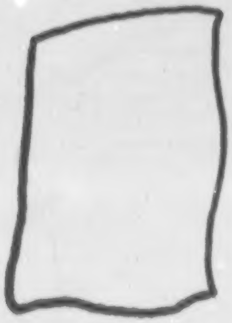

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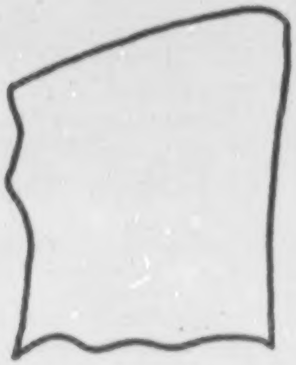
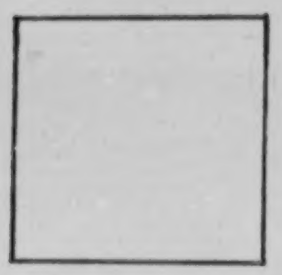
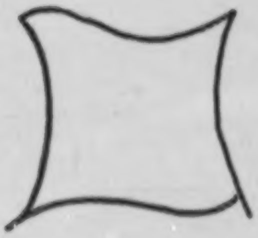


4

Mod. L-M V, 4
Card A





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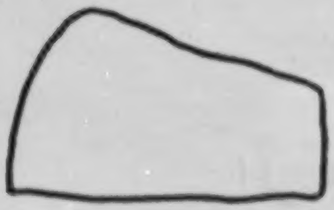

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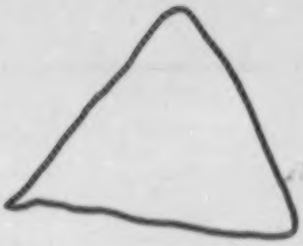

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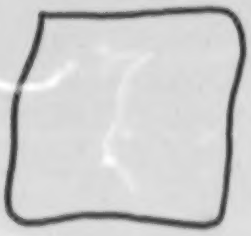
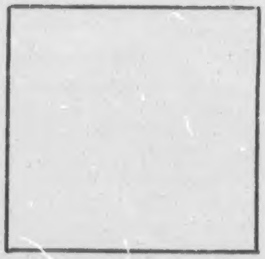
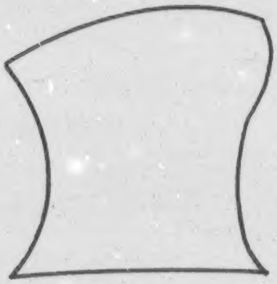


4

Mod. L-M V, 4
Card B





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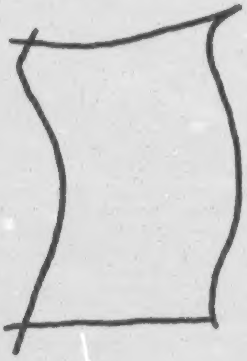

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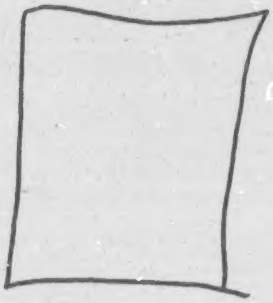

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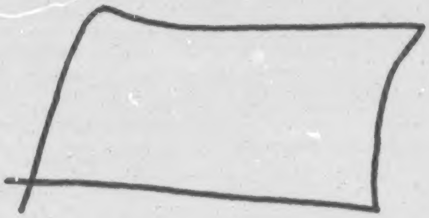
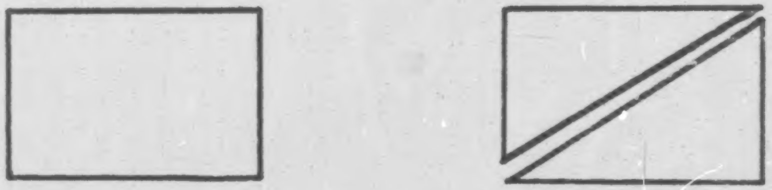
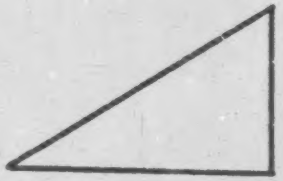
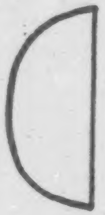


4

Mod. L-M V, 4
Card C







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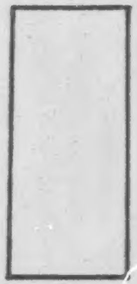

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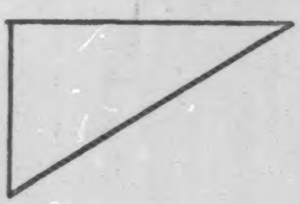

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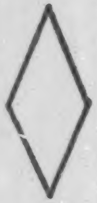
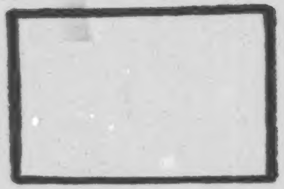
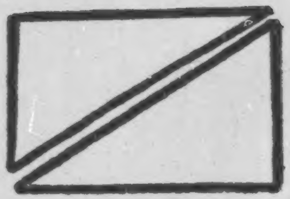
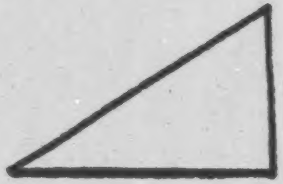


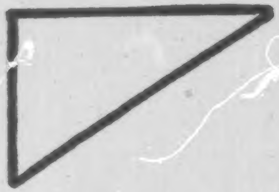
4

Mod. L-H V, 6
Card A









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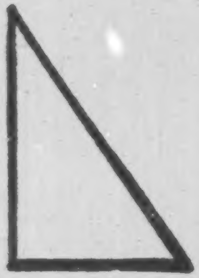

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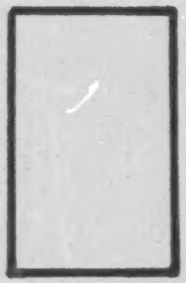

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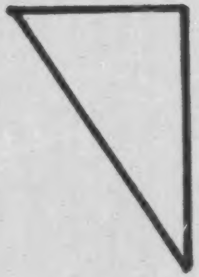
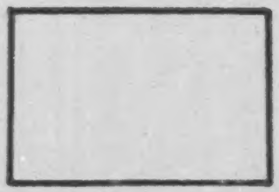
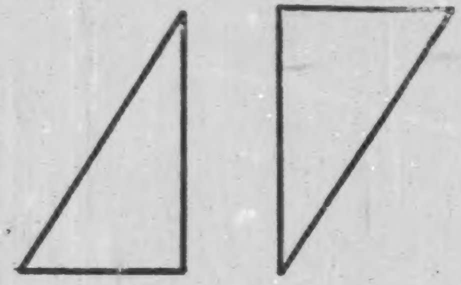
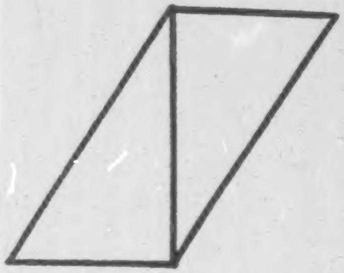


4

Mod. L-M V, 6
Card B







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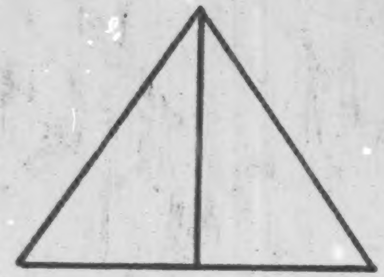

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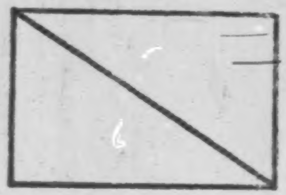

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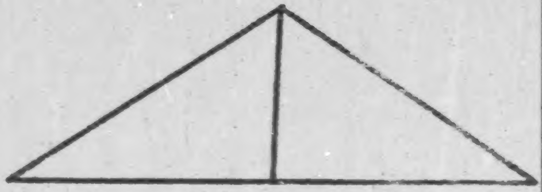
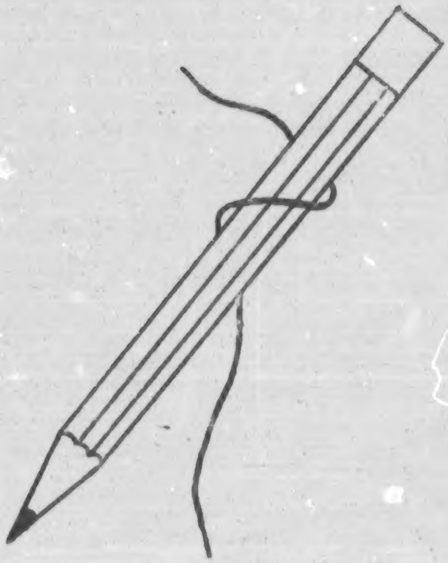


4

Mod. L-M V. 6
Card 6



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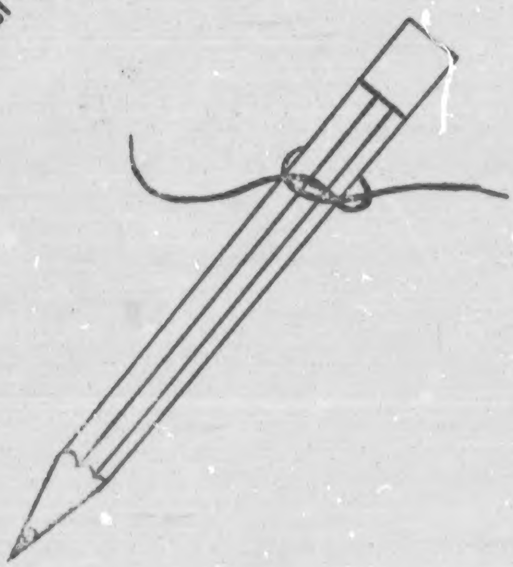

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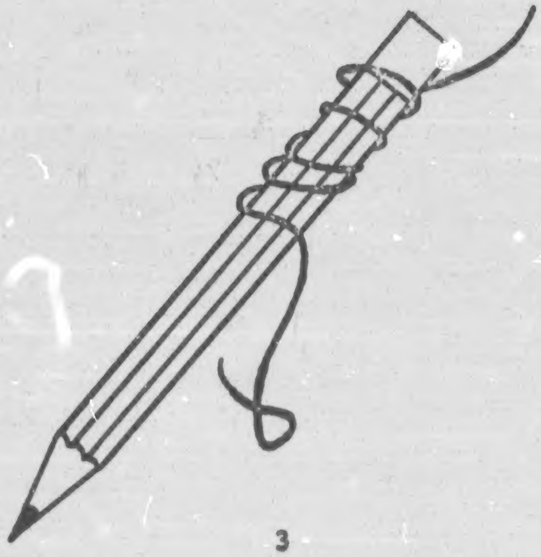

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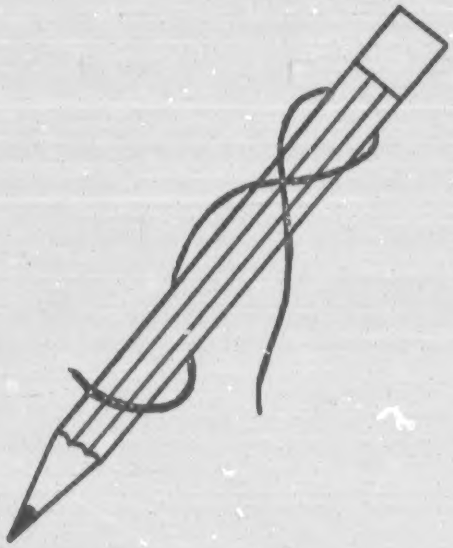
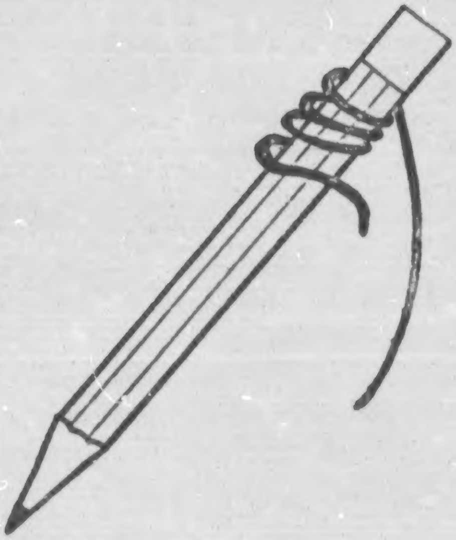


4

Mod. L-M V, Alternate
Card A



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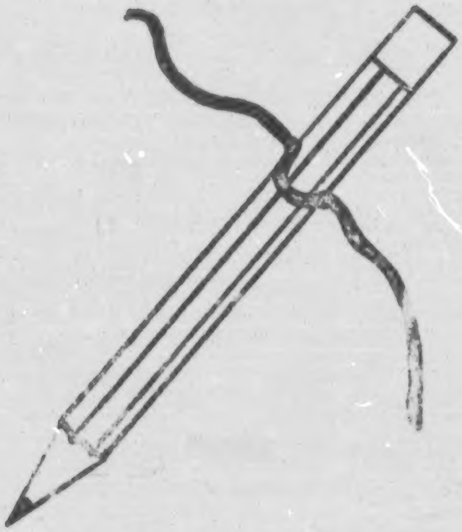

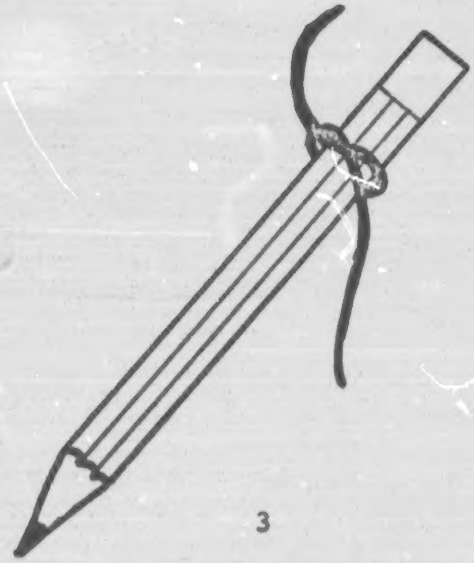

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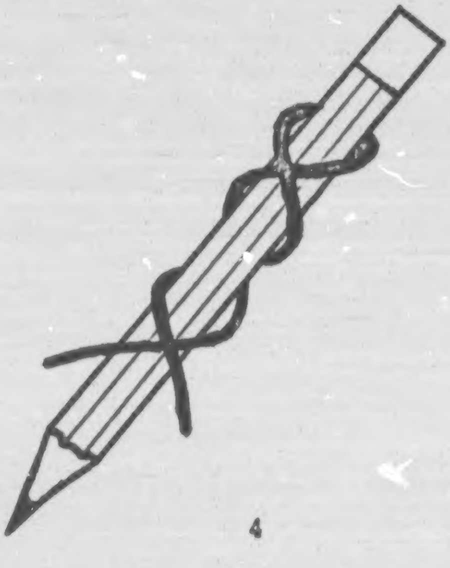

4

Mod. L-M V,Alternate
Card B

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EXPERIMENTAL FORM--FOR RESEARCH PURPOSES ONLY

RECORD BOOKLET--MODIFIED FORM L-M (II-V)

Stanford-Binet Intelligence Scale*

Name . . . . Sex . . . .

Address . . . .

School . . . . Grade . . . .

Examiner . . . .

Occupation of Father . . . .

Occupation of Mother . . . .

Disability Type . . . .

	Year	Month	Day
Date of Test	. . . .	. . . .	. . . .
Birthdate	. . . .	. . . .	. . . .
Age	. . . .	. . . .	. . . .

Comments: . . . .

. . . .

. . . .

CA . . . . . .

MA . . . . . .

IQ . . . . . .

TEST SUMMARY

	Yrs.	Mos.
II	. . . .	. . . .
II-6	. . . .	. . . .
III	. . . .	. . . .
III-6	. . . .	. . . .
IV	. . . .	. . . .
IV-6	. . . .	. . . .
V	. . . .	. . . .
Total	. . . .	. . . .
MA Score	. . . .	. . . .
Testing Time	. . . .	. . . .

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YEAR II

☐ 1. Three-hole form board (1+) [ ]

a_1. Circle ..... [circle triangle square]
a) ... a_2. Triangle ... [circle triangle square]
a_3. Square ..... [circle triangle square]

b_1. Circle ..... [circle triangle square]
b) ... b_2. Triangle ... [circle triangle square]
b_3. Square ..... [circle triangle square]

☐ 2. Delayed response (2+) [ ]

a) Middle ..... [right middle left]
b) Right ...... [right middle left]
c) Left .... [right middle left]

☐ 3. Identifying parts of the body (Same as II-6, 2) (4+) [ ]

a) Hair .... b) Mouth .... c) Feet .... d) Ear ....
e) Nose .... f) Hands .... g) Eyes ....

☐ 4. Block building: Tower (1+) [ ]

a) .... (4) [1 2 3 4] b) .... (1) [1 2 3 4]

☐ 5. Picture vocabulary (Same as II-6, 4; III, 2; IV, 1) (3+) [ ]

1. airplane ... (2) [1 2 3 4]
2. telephone .. (1) [1 2 3 4]
3. hat ... (3) [1 2 3 4]
4. ball ... (3) [1 2 3 4]
5. tree ... (2) [1 2 3 4]
6. key ... (4) [1 2 3 4]
7. horse ... (4) [1 2 3 4]
8. knife ... (1) [1 2 3 4]
9. coat ... (1) [1 2 3 4]
10. ship ... (4) [1 2 3 4]
11. umbrella ... (3) [1 2 3 4]
12. foot ... (2) [1 2 3 4]
13. flag ... (4) [1 2 3 4]
14. cane ... (2) [1 2 3 4]
15. arm ... (1) [1 2 3 4]
16. pocket knife ... (3) [1 2 3 4]
17. pitcher ... (2) [1 2 3 4]
18. leaf ... (3) [1 2 3 4]

6. Word combinations (Not used in modified form)

.... Alternate. Identifying objects by name (5+) [ ]

a) Dog ..... [dog ball engine bed doll scissors]
b) Ball ..... [dog ball engine bed doll scissors]
c) Engine ..... [dog ball engine bed doll scissors]
d) Bed ..... [dog ball engine bed doll scissors]
e) Doll ..... [dog ball engine bed doll scissors]
f) Scissors .... [dog ball engine bed doll scissors]

____ Mos. credit at Year II

YEAR II-6

☐ 1. Identifying objects by use (3+) [ ]

a) Cup ..... [cup shoe penny knife automobile iron]
b) Shoe ..... [cup shoe penny knife automobile iron]
c) Penny ..... [cup shoe penny knife automobile iron]
d) Knife ..... [cup shoe penny knife automobile iron]
e) Automobile .. [cup shoe penny knife automobile iron]
f) Iron ..... [cup shoe penny knife automobile iron]

☐ 2. Identifying parts of the body (Same as II, 3) (6+) [ ]

☐ 3. Naming objects (5+) [ ]

a) Chair ..... [fork box flag chair key automobile]
b) Automobile .. [fork box flag chair key automobile]
c) Box ..... [fork box flag chair key automobile]
d) Key ..... [fork box flag chair key automobile]
e) Fork ..... [fork box flag chair key automobile]
f) Flag ..... [fork box flag chair key automobile]

☐ 4. Picture vocabulary (Same as II, 5; III, 2; IV, 1) (8+) [ ]

☐ 5. Repeating 2 objects (Same as III, A) (1+) [ ]

a) Tree—hat .....
b) Telephone--ball ...
c) Airplane--tree ....

☐ 6. Obeying simple commands (2+) [ ]

a) Dog ..... (2) [1 2 3 4]
b) Button ..... (4) [1 2 3 4]
c) Scissors .... (1) [1 2 3 4]

.... Alternate. Three-hole form board: Rotated (II, 1 must precede) (2+) [ ]

a_1. Circle .... [circle triangle square]
a) ... a_2. Triangle .. [circle triangle square]
a_3. Square .... [circle triangle square]

b_1. Circle .... [circle triangle square]
b) ... b_2. Triangle .. [circle triangle square]
b_3. Square .... [circle triangle square]

c_1. Circle .... [circle triangle square]
c) ... c_2. Triangle .. [circle triangle square]
c_3. Square .... [circle triangle square]

____ Mos. credit at Year II-6

YEAR III

1. Stringing beads (Not used in modified form)

☐ 2. Picture vocabulary (Same as II, 5; II-6, 4; IV, 1) (10+) [ ]

☐ 3. Block building: Bridge (2+) [ ]
a) .... (4) [1 2 3 4]
b) .... (1) [1 2 3 4]

☐ 4. Picture memories (1+) [ ]
a) .... b) ....

☐ 5. Copying a circle (2+) [ ]
a) .... (4) [1 2 3 4]
b) .... (1) [1 2 3 4]
c) .... (3) [1 2 3 4]

☐ 6. Drawing a vertical line (1+) [ ]
a) .... (4) [1 2 3 4]
b) .... (2) [1 2 3 4]
c) .... (3) [1 2 3 4]

.... Alternate. Repeating 2 objects (Same as II-6, 5) (2+) [ ]

____ Mos. credit at Year III

YEAR III-6

☐ 1. Comparison of balls (3 of 3, or 5 of 6+) [ ]

a) .... b) .... c) ..../ d) .... e) .... f) ....

☐ 2. Patience: Pictures (1+) [ ]

a) Ball .... (2) [1 2 3 4]
b) Pig ..... (2) [1 2 3 4]

☐ 3. Discrimination of animal pictures (4+) [ ]

a) Rabbit .....
b) Dog .....
c) Bear .....
d) Antelope ...
e) Goat .....
f) Camel .....
g) Squirrel ...
h) Cow .....
i) Cat .....
j) Pig .....
k) Elephant ....
l) Rat .....

☐ 4. Response to pictures (5 of 6 on two of the trials for 2+) [ ]

a) Grandmother's Story ....
a_1. Lady ..... (yes)
a_2. Cat ..... (no)
a_3. Girl ..... (yes)
a_4. Policeman ..... (no)
a_5. Stove ..... (yes)
a_6. Bed ..... (no)

b) Birthday party ..
b_1. Door ..... (yes)
b_2. Baby ..... (no)
b_3. Boy ..... (yes)
b_4. Car ..... (no)
b_5. Fireman ..... (no)
b_6. Candles ..... (yes)

c) Wash day .....
c_1. Basket ..... (yes)
c_2. Elephant ..... (no)
c_3. Flag ..... (no)
c_4. Lady ..... (yes)
c_5. Boy ..... (no)
c_6. Clothes ..... (yes)

☐ 5. Sorting buttons (2 min. +) [ ] Errors .....

☐ 6. Comprehension I (2+) [ ]

a) Thirsty .... (3) [1 2 3 4]
b) Stoves ..... (3) [1 2 3 4]

.... Alternate. Comparison of sticks (3 of 3, or 5 of 6+) [ ]

a) .... b) .... c) ..../ d) .... e) .... f) ....

____ Mos. credit at Year III-6

YEAR IV

☐ 1. Picture vocabulary (Same as II, 5; II-6, 4; III, 2) (14+) [ ]

☐ 2. Naming objects from memory (3+) [ ]

a) Dog ..... (1) [1 2 3 4]
b) Engine .... (3) [1 2 3 4]
c) Doll ..... (1) [1 2 3 4]

☐ 3. Opposite analogies I (Same as IV-6, 2) (3+) [ ]

a) Girl ..... (3) [1 2 3 4]
b) Dark ..... (3) [1 2 3 4]
c) Woman ..... (4) [1 2 3 4]
d) Fast ..... (3) [1 2 3 4]
e) Night ..... (4) [1 2 3 4]

☐ 4. Pictorial identification (Same as IV-6, A) (3+) [ ]

a) Stove ..... b) Umbrella ..... c) Cow .....
d) Rabbit .... e) Moon ..... f) Cat .....

☐ 5. Discrimination of forms (8+) [ ]

☐ 6. Comprehension II (2+) [ ]

a) Houses .... (4) [1 2 3 4]
b) Book ..... (3) [1 2 3 4]

.... Alternate. Memory for sentences I (2+) [ ]

a) We are going to buy some candy for mother ..... (1) [1 2 3 4]
b) Jack likes to feed the little puppies in the barn .... (4) [1 2 3 4]

____ Mos. credit at Year IV

YEAR IV-6

☐ 1. Aesthetic comparison (3+) [ ]

a) .... b) .... c) ....

☐ 2. Opposite analogies I (Same as IV, 3) (4+) [ ]

☐ 3. Pictorial similarities and differences I (3+) [ ]

a) .... b) .... c) .... d) .... e) ....

☐ 4. Materials (3+) [ ]

a) House ..... (2) [1 2 3 4]
b) Window .... (4) [1 2 3 4]
c) Book ..... (3) [1 2 3 4]

☐ 5. Three commissions (±)[ ] (4) [1 2 3 4]

☐ 6. Comprehension III (2+) [ ]

a) Eyes ..... (2) [1 2 3 4] b) Ears ..... (4) [1 2 3 4]

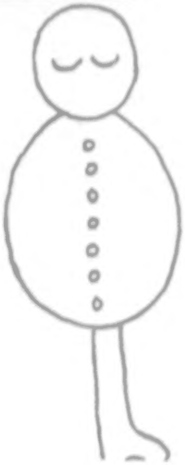
.... Alternate. Pictorial identification (Same as IV, 4) (4+) [ ]

____ Mos. credit at Year IV-6

YEAR V (6 tests)

☐ 1. Picture completion: Man (2+) [ ]

a) ..... (1) [1 2 3 4]
b) ..... (2) [1 2 3 4]



2. Paper folding: Triangle (Not used in modified form)

☐ 3. Definitions (2+) [ ]

a) Ball ..... (4) [1 2 3 4]
b) Hat ..... (1) [1 2 3 4]
c) Stove .... (4) [1 2 3 4]

☐ 4. Copying a square (3+) [ ]

a) .... (3) [1 2 3 4]
b) .... (4) [1 2 3 4]
c) .... (3) [1 2 3 4]

☐ 5. Pictorial similarities and differences II (9+) [ ]

a) ..... b) ..... c) ..... d) ..... e) .....
f) ..... g) ..... h) ..... i) ..... j) .....

☐ 6. Patience: Rectangles (3+) [ ]

a) ..... (3) [1 2 3 4]
b) ..... (1) [1 2 3 4]
c) ..... (3) [1 2 3 4]

.... Alternate. Knot (2+) [ ]

a) ..... (2) [1 2 3 4]
b) ..... (3) [1 2 3 4]

____. Mos. credit at Year V

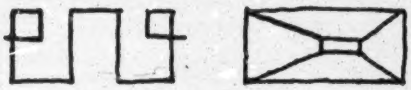
SPECIFIC INSTRUCTIONS
FOR
ADMINISTERING MODIFIED STANFORD-BINET FORM L-M UPPER-LEVEL TESTS*

MULTIPLE CHOICE MEMORY FOR BLOCK DESIGNS TEST, AND THREE MODIFIED WISC** SUBTESTS (DIGIT SPAN, CODING, AND BLOCK DESIGN)

1. MEMORY FOR DESIGNS I (IX, 3)

MATERIAL: Stimulus card with two designs. Response card. Use supplementary material.

PROCEDURE: With stimulus card (1.a) in your hand, but before showing the designs say, "This card has two drawings on it. I am going to show them to you for ten seconds, then I will take the card away. I will then show you another card with four boxes of drawings on it, and I want you to point to the box which shows the two drawings you saw. Be sure to look at all four boxes before you point. Ready? Be sure to look at both drawings carefully." Then show stimulus card (1.a) for ten seconds, holding it at right angles to the child's line of vision and with the designs in the position given in the plate. At the end of approximately four seconds say quietly "Look at both." At the end of the ten-second exposure period, remove the stimulus card, show response card (1.A) and say, "Point to the box with the two drawings that I showed you."



2. MEMORY FOR SENTENCES II (XI, 4)

MATERIAL: Response cards. Use supplementary material.

PROCEDURE: Before reading the first sentence, say, "Now listen, and be sure to remember exactly what I say. As soon as I finish, I will show you a card with four sentences and I want you to point to the sentence that I said. Be sure to look at all four sentences before you point. Ready? Listen carefully: At the summer camp the children get up early in the morning to go swimming." Show response card (2.A) and say, "Point to that sentence."

Introduce the second sentence by saying, "Now listen, and be sure to remember exactly what I say: Yesterday we went for a ride in our car along the road that crosses the bridge." Show response card (2.B) and say, "Point to that sentence."

SCORE: 1 plus.

3. MEMORY FOR DESIGNS II (XII, A)

MATERIAL: Stimulus card with one design. Response card. Use supplementary material.

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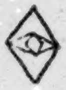
PROCEDURE: With stimulus card (3.a) in your hand, but before showing the design say, "This card has a drawing on it. I am going to show it to you for ten seconds, then I will take the card away. I will then show you another card with four drawings on it, and I want you to point to the drawing you saw. Be sure to look at all four drawings before you point. Ready? Be sure to look at the drawing carefully." Then show stimulus card (3.a) for ten seconds, holding it at right angles to the child's line of vision and with the design in the position given in the plate. At the end of the ten-second exposure period, remove the stimulus card, show response card (3.A) and say, "Point to the drawing that I showed you."



4. PLAN OF SEARCH (XIII,1)

MATERIAL: Stimulus card with diamond-shaped figure. Response cards. Use supplementary material.

PROCEDURE: Show S the diamond-shaped figure with the small gap in the angle nearest S and say, "Let's suppose that your purse with a lot of money in it has been lost in this big field. Let's suppose that you have taken a pencil, started here (pointing) at the gate, and showed me where you would have gone to hunt for the purse so as to be sure not to have missed it." Remove the stimulus card, show response cards (A) and (B) separately and say for each, "Here are four drawings. Point to the drawing that shows the best way to hunt for the purse so as to be sure not to miss it. Be sure to look at all four drawings before you point."

SCORE: 2 plus.

5. MEMORY FOR SENTENCES III (XIII, 3)

MATERIAL: Response cards. Use supplementary material.

PROCEDURE: Before reading the first sentence, say, "Now listen, and be sure to remember exactly what I say. As soon as I finish, I will show you a card with four sentences and I want you to point to the sentence that I said. Be sure to look at all four sentences before you point. Ready? Listen carefully: The airplane made a careful landing in the space which had been prepared for it." Show response card (5.A) and say, "Point to that sentence."

Introduce the second sentence by saying, "Now listen, and be sure to remember exactly what I say: Tom Brown's dog ran quickly down the road with a huge bone in his mouth." Show response card (5.B) and say, "Point to that sentence."

SCORE: 1 plus.

6. COPYING A BEAD CHAIN FROM MEMORY (XIII, 6)

MATERIAL: Box of 48 kindergarten beads all of the same color, 16 round, 16 square, and 16 cylindrical. Response card. Use Binet material and supplementary material.

PROCEDURE: Make a 9-bead chain, holding the string so that S can see, and say, "Watch carefully what I am making because I am going to take this one away and see if you can point to one just like it on a card which has four designs. Be sure to look at all four designs before you point." Use, in order, 2 round, 1 square, 1 round, 1 cylindrical, 1 round, 1 square, and 2 round beads, making a chain like the sample: ○○□○▭○□○○

When complete, let S look at it for five seconds. Remove the chain, show the response card and say, "Point to one just like it."

7. MULTIPLE CHOICE MEMORY FOR BLOCK DESIGNS

MATERIAL: Ten stimulus cards from WISC Block Design. Response cards. Use WISC material and supplementary material.

PROCEDURE: With WISC (A) in your hand, but before showing the design, say, "This card has a drawing on it. I am going to show it to you for five seconds, then I will take the card away. I will then show you another card with four drawings on it, and I want you to point to the drawing you saw. Be sure to look at all four drawings before you point. Ready? Be sure to look at the drawing carefully." Then show WISC card (A) for five seconds, holding it at right angles to S's line of vision. At the end of the five-second exposure period remove the stimulus card, show response card (7.A) and say, "Point to the drawing that I showed you."

For WISC card (B) say, "This card has another drawing on it." Show WISC card (B), and after five seconds remove the stimulus card, show response card (7.B) and say, "Point to the drawing that I showed you."

For WISC cards C through 7 say, "Now look at this card." Show the stimulus card for five seconds, then remove the stimulus card, and present the appropriate response card and say, "Point to the drawing."

8. DIGIT SPAN (WISC--Oral-Pointing Modification)

MATERIAL: 3" x 17" card with numbers and a new, unsharpened pencil. Use supplementary material.

Digits Forward

PROCEDURE: Place the 3" x 17" card with numbers on the table within the child's reach with numbers facing him. Say, "I am going to say some numbers. Listen carefully, and when I am through I want you to point to them right after me. Point to the numbers on this card, and use this pencil to point with."

The digits should be given at the rate of one per second. All Ss should be started with the 3-digit Series.

If the S points to Trial 1 of a series correctly, it is scored plus and the next higher Series is given. If the subject fails on Trial 1 he is given Trial 2 of the same Series.

Discontinue when the S fails both trials of a given Series.

SCORING: Score is the highest number of digits repeated without error on either Trial. Thus, if the highest number of digits correctly repeated by a S is five digits forward, his score is 5. Maximum score: 9 points.

Digits Forward Series	Trial I	Trial II
(3)	3-8-6	6-1-2
(4)	3-4-1-7	6-1-5-8
(5)	8-4-2-3-9	5-2-1-8-6
(6)	3-8-9-1-7-4	7-9-6-4-8-3
(7)	5-1-7-4-2-3-8	9-8-5-2-1-6-3
(8)	1-6-4-5-9-7-6-3	2-9-7-6-3-1-5-4
(9)	5-3-8-7-1-2-4-6-9	4-2-6-9-1-7-8-3-5

Digits Backward

PROCEDURE: Say, "I am going to say some more numbers, but this time when I stop, I want you to point to them backwards. For example, if I say 9-2-7, what numbers would you point to?"

If the S responds correctly, say "That's right," and proceed with the test, beginning with Trial 1 of the 3-digit Series.

But, if he fails the example, give him the right answer by pointing to the numbers on the card, and try another example, saying "Remember, you are to point to them backwards: 5-6-3." If he succeeds this time, proceed with the test using Trial 1 of the 3-digit Series. However, if he fails this second example, proceed with the test, but begin with Trial 1 of the 2-digit Series and then stop.

Some Ss who pass the unrecorded examples may fail both Trials of the 3-digit Series; in this case give the Trials of the 2-digit Series and then stop. Give the second Trial of a Series only if the First Trial is failed.

DISCONTINUE: Failure on both Trials of a given Series.

SCORING: Score is the highest number of digits repeated backwards without error. Maximum score: 8 points.

TOTAL SCORE FOR DIGIT SPAN TEST: Sum of scores on Digits Forward and Digits Backward.

Maximum score: 17 points.

Digits Backward Series	Trial I	Trial II
(2)	2-5	6-3
(3)	5-7-4	2-5-9
(4)	7-2-9-6	8-4-9-3
(5)	4-1-3-5-7	9-7-8-5-2
(6)	1-6-5-2-9-8	3-6-7-1-9-4
(7)	8-5-9-2-3-4-2	4-5-7-9-2-8-1
(8)	6-9-1-6-3-2-5-8	3-1-7-9-5-4-8-2

9. MODIFIED WISC CODING

MATERIAL: Coding form in record booklet. Use supplementary material.

PROCEDURE: The modified WISC Coding subtest consists of four trials, one trial per page. The sample items appear on the first page adjacent to to the first row of test items. Turn to the first page and say, "Look at these divided boxes or squares (pointing to the key). Notice that each has a number on the upper part and a mark on the lower part. Now look here (pointing to the sample) where the boxes contain a number, a mark, and a space. If the mark below the number is like the mark below the same number in the boxes (point to the boxes), say 'yes' and I will check the space. If the mark below the number is not like the mark below the same number in the boxes, say 'no' and I will leave the space empty."

"Look here (point to first box of first row). Notice that the mark under the 2 is the same as the mark under the 2 in the box (point to the key), so say 'yes' and I will check the space (have S say 'yes'). Here is a 1 and the mark under it is the same as the mark under the number 1 in the box (point to the key), so say 'yes' and I will check the space (have S say 'yes'). Here is a 4 and the mark under it is not the same as the mark under the 4 in the box (point to the key), so say 'no' and I will leave the space empty."

After marking the first three sample items, say, "Now you do it up to this line. I will point to each space and you say 'yes' or 'no'." As soon as S says 'yes' or 'no' mark the space with a straight line (|) or leave the space empty, respectively, and immediately go to the next number.

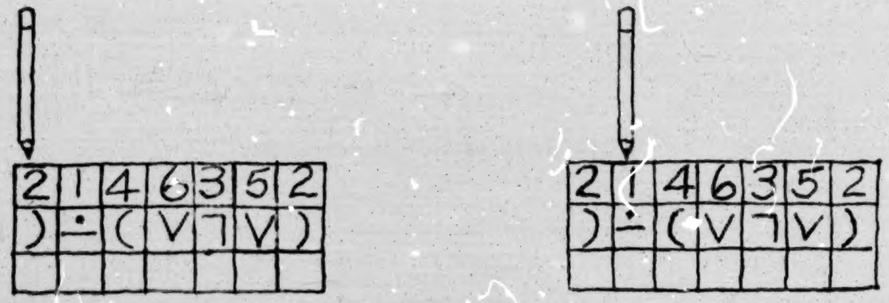
If the S fails to respond correctly on the Sample items correct his mistake. If he says "no" for the 6 say, "You should have said 'yes'. Look here at the 6 (point to the mark under 6). Notice that the mark under 6 is the same as the mark under the 6 in the box (point to the key), so you should have said 'yes'." If S says "yes" for the fifth Sample item, 3, say, "You should have said 'no'. Look here at the 3 (point to the mark under 3). Notice that the mark under the 3 is not the same as the mark under the 3 in the box (point to key), so you should have said 'no'." Use the same format for Sample items 5 and 2 if mistakes have been made.

After this demonstration, say, "Now begin here (pointing to double line in record form). Be sure that you say 'yes' when the mark and number are the same as in the boxes and 'no' when they are different. Go ahead." Examiner points to the first space after the double lines. After 24 seconds say, "Stop." Record the time and turn to the next page, trial two, and say "Go ahead." After 32 seconds say, "Stop," and record time. Repeat the same procedure for trials three and four.

Instructions to the Examiner

Each trial is timed separately as it is completed by S or as the maximum time limit is reached. Time is recorded immediately after each trial. Allow 24 seconds for the first trial and 32 seconds for each of the three succeeding trials.

In this test the Examiner points to every space and the child responds with a "yes" or a "no." Use the lead end of a pencil (at least 6 inches long) to point to the spaces. The placement of the hand is extremely important because the child's vision should not be blocked. The digit symbol form should face the child. Hold the pencil directly above each column (which contains a digit, a symbol, and empty box). The pencil point should touch the center of the top of the line of the column (see Figure 1). Move the pencil from one column to the next as soon as the S responds and you have recorded the response. The lead end of the pencil is also used to make the mark (a straight line (|) should be used to make the mark) in the box when the S says "yes." Leave the box empty when the S says "no."

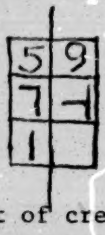


First Number

Second Number

Figure 1. Examples of how the pencil should be used to point. When time has elapsed, indicate the last column completed by S by drawing a line over the line separating the last column completed from the next column.

Example:



SCORING: 1 point of credit for each item answered correctly. The seven Sample items are not included in the S's score.

10. BLOCK DESIGN (Free Space)

MATERIAL: Six blocks attached to a board. A sheet of 8 1/2" x 11" white unlined paper. WISC block design cards A through 7 and two sets of nine blocks each from the WISC in addition to the blocks attached to the board. A cardboard screen. Use WISC and supplementary material.

For Subjects under 8,
and older suspected
mental defectives.

PROCEDURE: Design A. Show the six blocks attached to the board and say, "Look at these six different blocks. Notice that one is all red, one is all white, and the other four are half red and half white with the red and white in different positions. You will be pointing to these blocks to make designs which I will show you. I will make the designs for you with these other blocks." Indicate E's supply of blocks. "You will point to where you want me to place the blocks on this sheet of paper." Place an 8 1/2" x 11" white unlined sheet of paper in front of S. "You point to the block that you want me to place first, then point to where you want me to put it on the paper.

Then point to the next block you want placed and show me where you want it put on the paper. Continue doing this until the design is completed. In making the design, you may use any block as many times as you like. Do you understand?"

Take four blocks and say, "I am going to put these together to make something with them. Watch me." Arrange four blocks slowly as shown on the card. Then place four other blocks on the table and say, "Now make one just like mine. Point to the block you want me to place first. Then point to where you want me to put it on the paper. Continue doing this until the design is completed. Go ahead. Tell me when you have finished."

If S fails, say, "Watch me again." Demonstrate a second time using the S's blocks. After the demonstration with S's blocks, mix them up, leaving the examiner's blocks still together in the model and say, "Now you try it again and be sure to make it just like mine. Point to the block you want me to place first, then point to where you want me to put it on the paper. Continue doing this until the design is completed."

The time limit allowed for the completion of each design is shown in seconds in the lower left-hand corner of the card. Timing for each attempt begins when the last word of the directions is given. In A, B, and C begin timing again if the S is given a second chance.

Failure on an item can be either a faulty design or failure to complete the design in the allotted time. If on the first trial of A, B, or C, time elapses before the design is finished, stop the S and give the second trial as prescribed for each of these items.

Scoring 2 points for passing on first trial; 1 point for passing on second trial.

Design B. Brush up all of the blocks before continuing. Then assemble Design B behind a screen and present the model to S in completed form saying, "Now make one like this. Point to the block you want me to place first. Then point to where you want me to put it on the paper. Continue doing this until the design is completed. Go ahead."

If S fails on the first trial of Design B, brush up S's blocks, and say, "Watch me do it." Leave the model before him, duplicating it with his blocks. After the demonstration brush up his blocks and say, "Now you try it. Point to the block you want me to place first. Then point to where you want me to put it on the paper. Continue doing this until the design is completed."

Scoring: 2 points for passing on first trial; 1 point for passing on second trial.

DISCONTINUE: Failure on both trials of Design B.

Design C. If the S succeeds on either the first or the second trial of Design B, remove the blocks that served as a model and put in their place the card marked C.

Say, "This time we are going to put the blocks together by making them look like this picture. Watch me first." Construct the design slowly and when finished say, "You see, the top of these blocks looks the same as this picture." Brush up the blocks used in the demonstration and say, "Now you look at the picture and make one just like it. Point to the block you want me to place first. Then point to where you want me to put it on the paper. Continue doing this until the design is completed. Go ahead."

If the S fails to complete the design, brush up the blocks and say, "Watch me again." Make the design again; then brush up the blocks and say, "Go ahead. See if you can get it this time. Point to the block you want me to place first. Then point to where you want me to put it on the paper. Continue doing this until the design is completed."

Scoring: 2 points for passing on first trial; 1 point for passing on second trial.

DISCONTINUE: Failure on both trials of Design C.

If the S passes on either the first or second trial of Design C continue the test beginning with Design 1 until the S fails 2 consecutive designs. (See directions for Designs 1-7 below.)

For Subjects 8 and
older, not suspected
mental defectives.

Use the card marked C. Show the six blocks attached to the board and say, "Look at these six different blocks. Notice that one is all red, one is all white, and the other four are half red and half white with the red and the white in different positions. You will be pointing to these blocks to make designs which I will show you. I will make the designs for you with these other blocks. Indicate E's supply of blocks. "You will point to where you want me to place the blocks on this sheet of paper." Place an 8 1/2" x 11" white unlined sheet of paper in front of S. "You point to the block that you want me to place first, then point to where you want me to put it on the paper. Then point to the next block you want placed and show me where you want it put on the paper. Continue doing this until the design is completed. In making the design, you may use any block as many times as you like. Do you understand?"

"The blocks can be put together to make a design like the one you see on this card." Show Design C and say, "Watch me." Construct the design slowly. Then brush up the blocks and say, "Now make one like this. Point to the block you want me to place first. Then point to where you want me to put it on the paper. Continue doing this until the design is completed. Go ahead. Tell me when you have finished." Use WISC time limits for all the designs.

If S fails Design C, give another trial saying, "Watch me again." Then make the design again. Brush up the blocks and say, "Go ahead. Point to the block you want me to place first. Then point to where you want me to put it on the paper. Continue doing this until the design is completed. Go ahead. Tell me when you have finished."

If S fails on both trials of Design C, administer Designs A and B as for the younger Ss. Then discontinue the test, giving whatever points are earned on Designs A and B.

Directions for
Designs 1-7
for all ages.

Place the card, Design 1, before S and say, "Now you make one like this. Point to the blocks on the board and tell me where you want me to put them on the paper." Place four blocks on the table to be used by the examiner in constructing Designs 1 through 4 for the S. Brush up the blocks when the S has obviously finished the design or at the end of the time limit. No second trials are given on Designs 1-7. Present the next design with the remark, "Now make one like this." Proceed in a similar manner with the succeeding designs.

When Design 5 is reached, the examiner says, "Now make one like this, using 9 blocks." For Designs 6 and 7 say, "Now make one like this using 9 blocks."

DISCONTINUE: 2 consecutive failures.

Recording time Record the time the S takes to complete each design, if it is within the time limit. Bonuses are given for rapid performances on correct designs. See Table for scores with time bonuses included.

Scoring Designs 1-7 4 points of credit are given for successful completion of each design. No credit is given for partially correct or incomplete performances. See Table for scores with time bonuses included.

Maximum score: 55 points.

Scores for Designs 1-7 with Time Bonuses Included

Designs	Time Limit	Points with Time Bonus 7	6	5	4
Design I	75"	1"-10"	11"-15"	16"-20"	21"- 75"
Design II	75"	1"-10"	11"-15"	16"-20"	21"- 75"
Design III	75"	1"-15"	16"-20"	21"-25"	26"- 75"
Design IV	75"	1"-10"	11"-15"	16"-20"	21"- 75"
Design V	150"	1"-35"	36"-45"	46"-65"	66"-150"
Design VI	150"	1"-55"	56"-65"	66"-80"	81"-150"
Design VII	150"	1"-55"	56"-65"	66"-90"	91"-150"

Instructions to the Examiner

The block designs are constructed from a supply of eighteen blocks which is placed between E and S (see Figure 2). This arrangement of blocks is designed to minimize the interval of time between S's pointing to where the block should be placed and E's placement of the block. Place the supply of blocks in their original arrangement (see Figure 2) after each design is completed.

For those items in which E uses blocks to demonstrate the task for S (design C) or in which E constructs a design for S to replicate (designs A and B), E constructs the design in clockwise fashion beginning with blocks in the upper left (first row, first column) of the design (from the S's perspective).

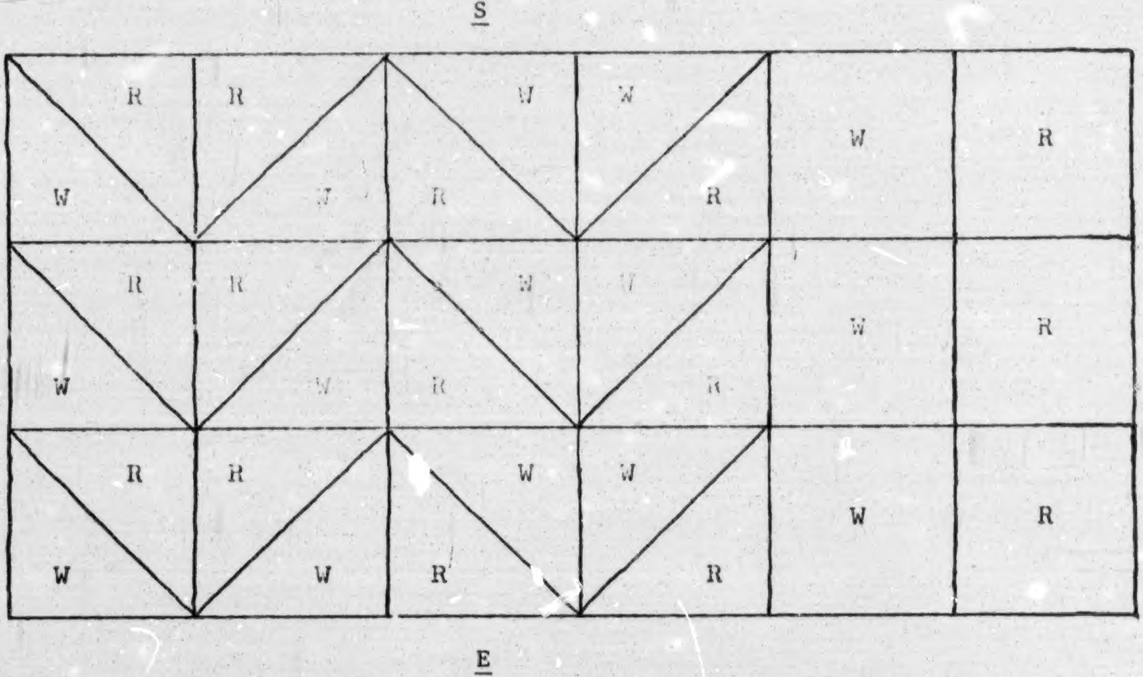
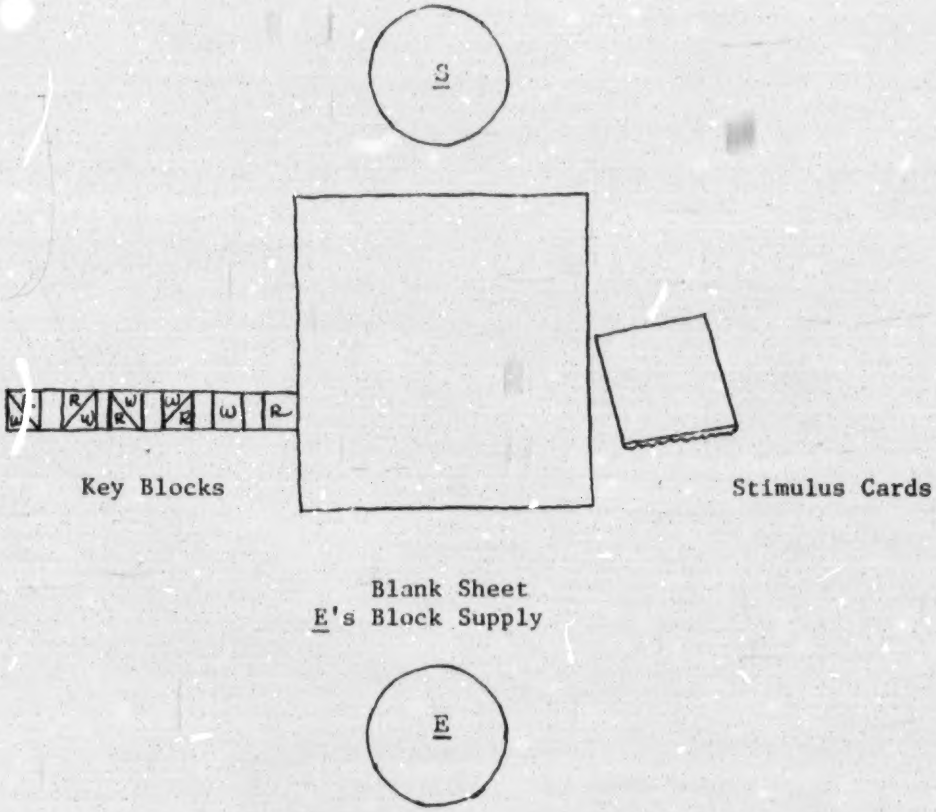
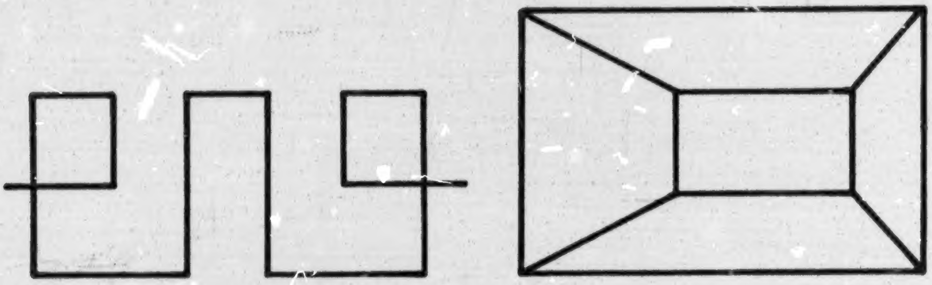


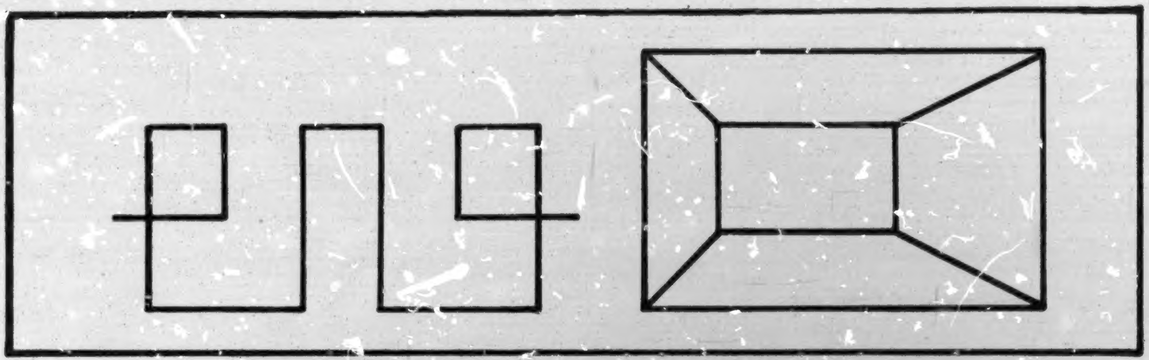
Figure 2. The arrangement of the eighteen block supply.

Arrange the blocks, blank sheet of paper, and block design stimulus cards as illustrated below.





- 1.a



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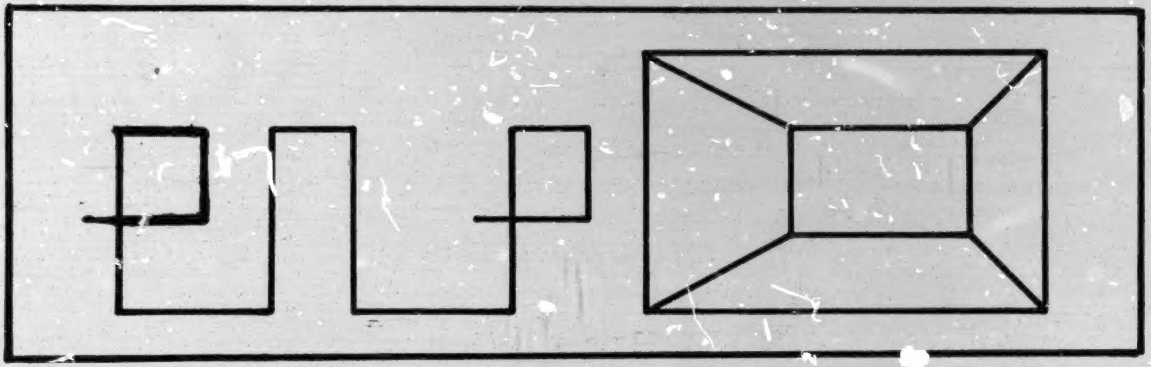

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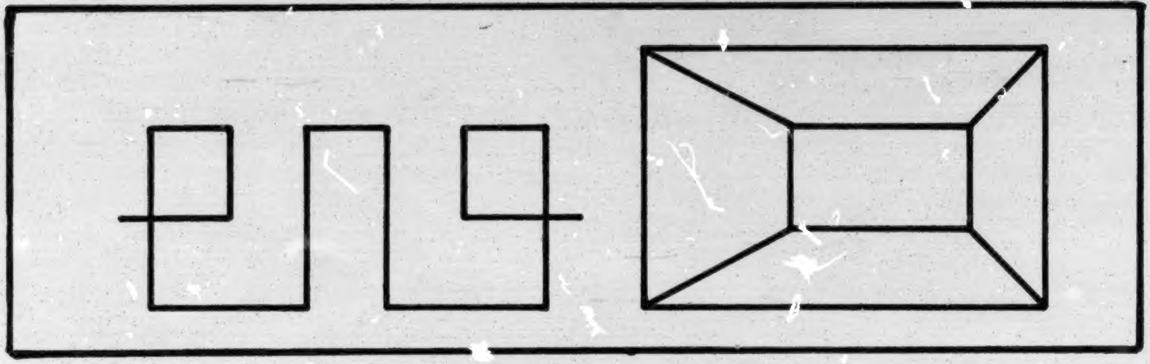

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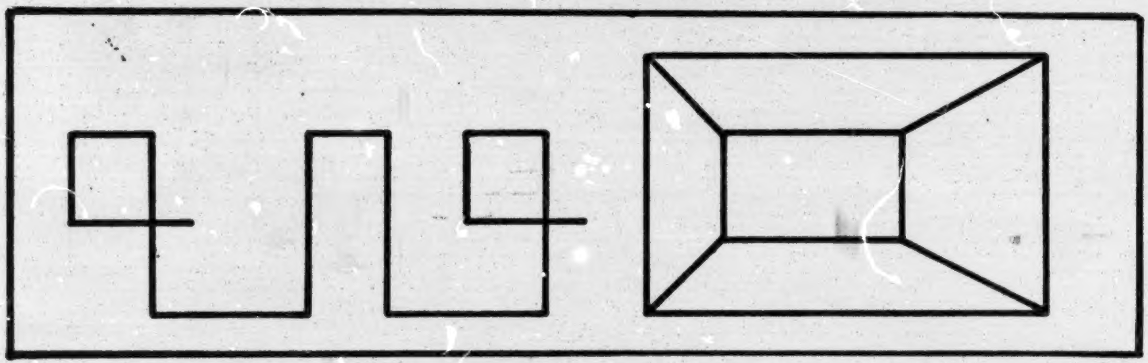


4

1.A

AT THE SUMMER CAMP THE CHILDREN GET UP EARLY TO GO SWIMMING.

1

AT THE SUMMER CAMP THE GIRLS AND BOYS GET UP IN THE MORNING TO GO SWIMMING.

2

AT THE SUMMER CAMP THE CHILDREN GET UP EARLY IN THE MORNING TO GO SWIMMING.

3

AT THE CAMP THE CHILDREN GET UP EARLY IN THE MORNING TO GO SWIMMING.

4

2.A

YESTERDAY WE WENT FOR A RIDE IN OUR NEW
CAR ALONG THE ROAD THAT CROSSES THE BRIDGE.

1

YESTERDAY WE WENT FOR A RIDE IN OUR CAR
ALONG THE ROAD THAT CROSSES THE BRIDGE.

2

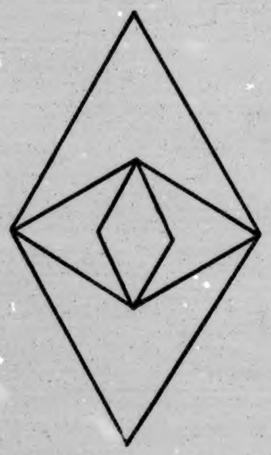
YESTERDAY WE WENT FOR A RIDE IN THEIR CAR
ALONG THE ROAD THAT CROSSES THE BRIDGE.

3

YESTERDAY WE ALL WENT FOR A RIDE IN OUR CAR
ALONG THE ROAD THAT CROSSES THE BRIDGE.

4

2.B



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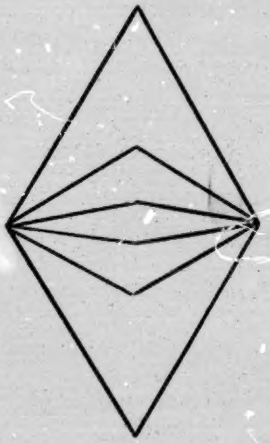

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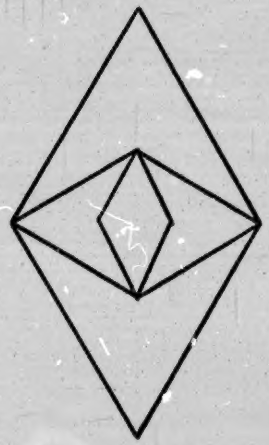

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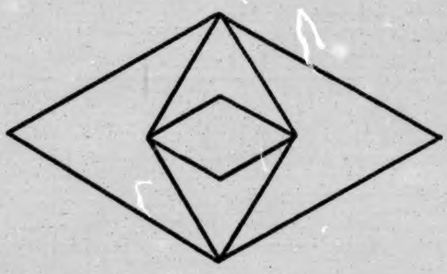

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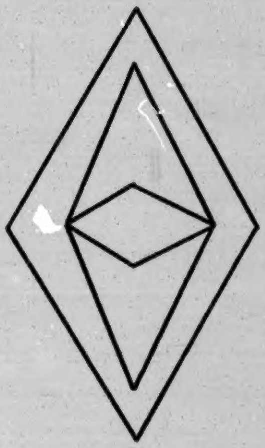

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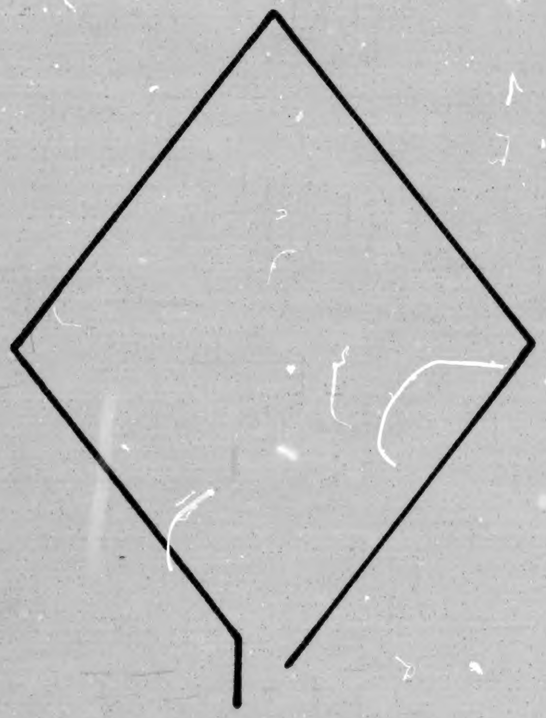
3.A



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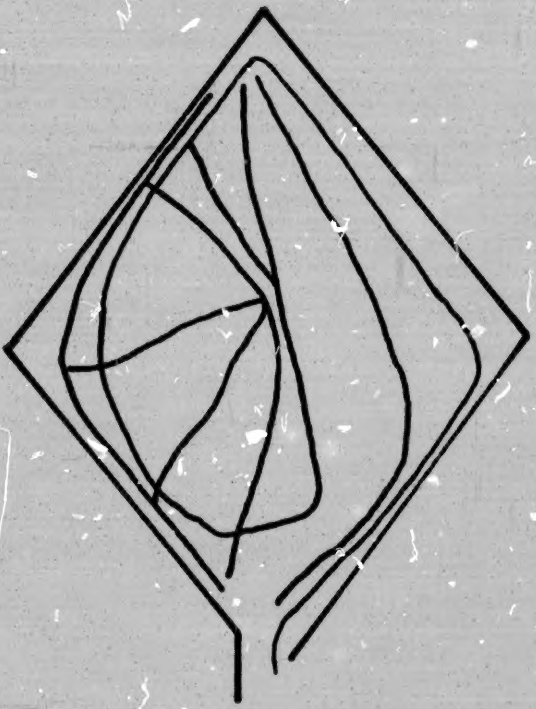

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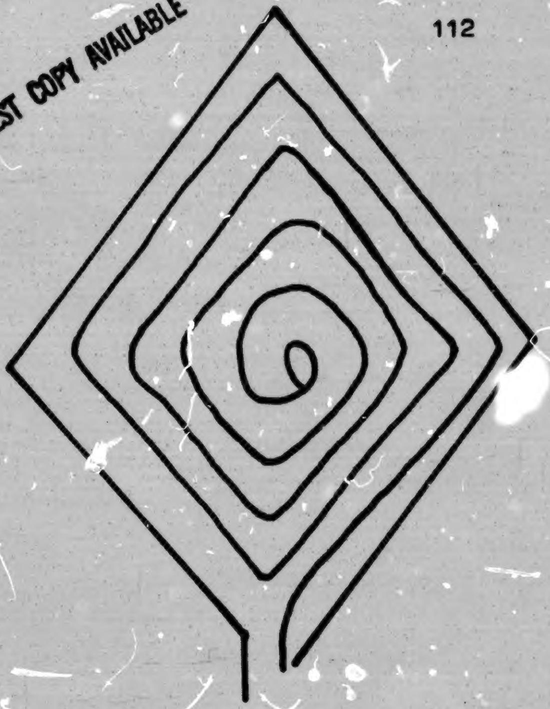

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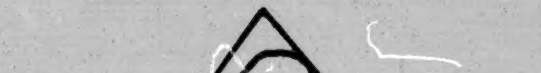

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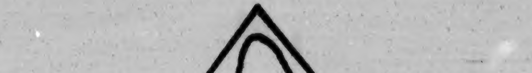

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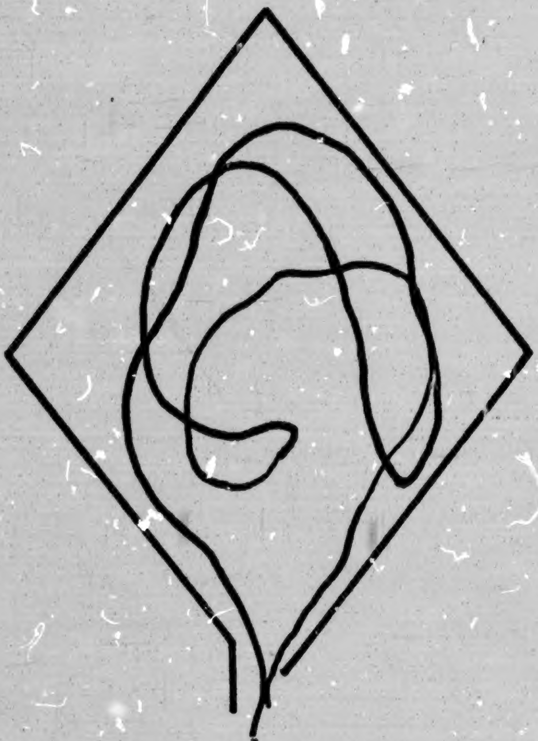
4.A



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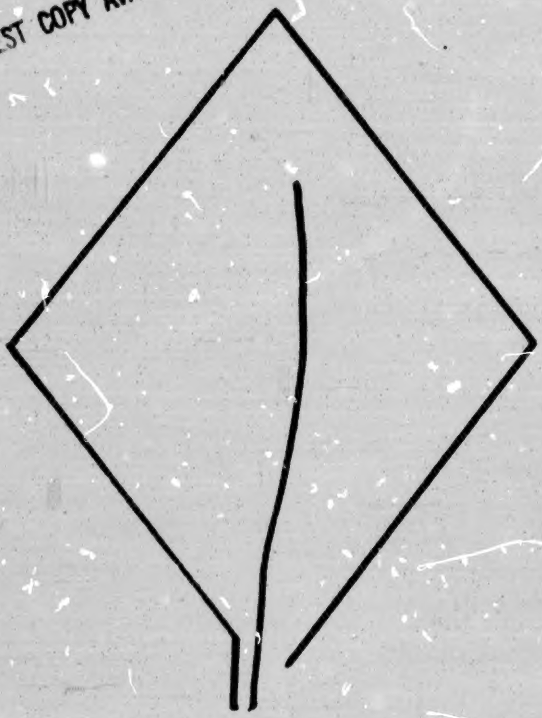

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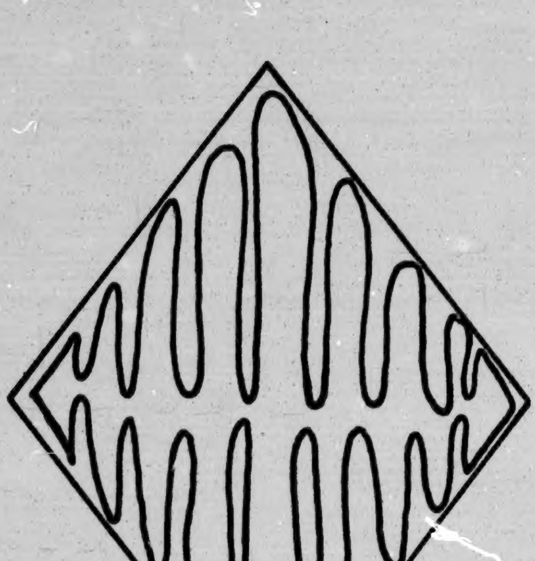

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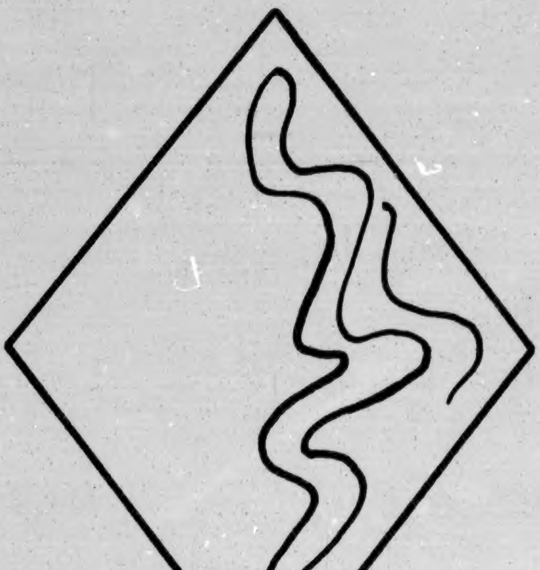


4

4.8

THE AIRPLANE MADE A LANDING IN THE
SPACE WHICH HAD BEEN PREPARED FOR IT.

1

THE AIRPLANE MADE A CAREFUL LANDING IN
THE SPACE WHICH HAD BEEN RESERVED FOR IT.

2

THE AIRPLANE CAREFULLY LANDED IN THE
SPOT WHICH HAD BEEN PREPARED FOR IT.

3

THE AIRPLANE MADE A CAREFUL LANDING IN THE
SPACE WHICH HAD BEEN PREPARED FOR IT.

4

TOM BROWN'S DOG RAN QUICKLY DOWN THE
ROAD WITH A HUGE BONE IN HIS MOUTH.

1

TOM JONES' DOG RAN QUICKLY DOWN THE
ROAD WITH A HUGE BONE IN HIS MOUTH.

2

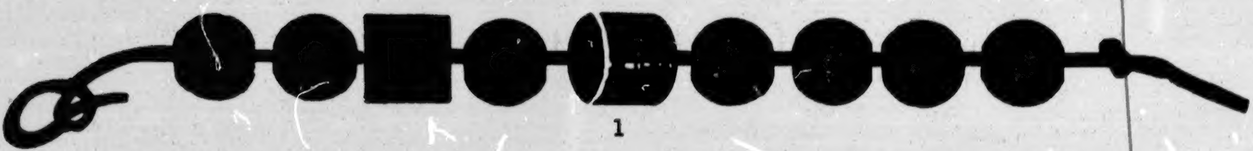
TOM BROWN'S DOG RAN QUICKLY DOWN THE
ROAD WITH A VERY BIG BONE IN HIS MOUTH.

3

TOM BROWN'S DOG RAN DOWN THE ROAD WITH
A LARGE BONE IN HIS MOUTH.

4

5.B



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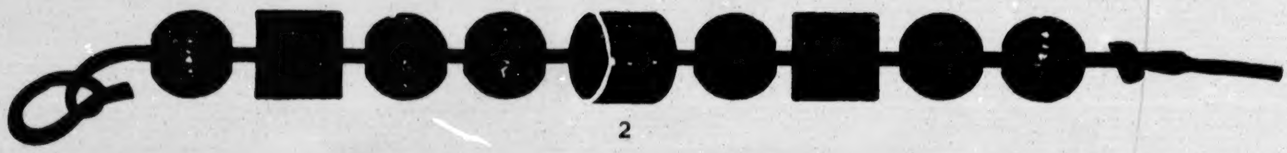

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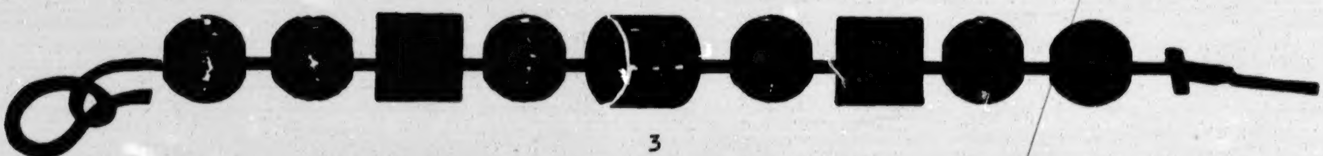

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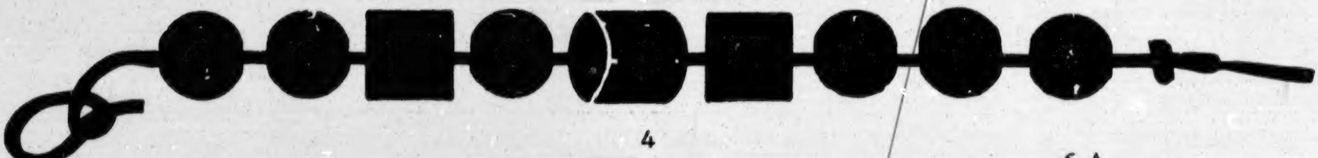

4

6.A
Mod. L-M XIII, 6

EXPERIMENTAL FORM -- FOR RESEARCH PURPOSES ONLY -- RECORD BOOKLET

Modified Form L-M, Stanford-Binet Intelligence Scale*

Modified Wechsler Intelligence Scale for Children**

Name .... Sex ....

Address ....

School .... Grade ....

Examiner ....

Occupation of Father ....

Occupation of Mother ....

Disability Type ....

	Year	Month	Day
Date of Test	....	....	....
Birthdate	....	....	....
Age	....	....	....

Comments: ....

....

....

Test Summary (SB)	Credit	
1. MC Memory for designs I		
2. MC Memory for sentences II		
3. MC Memory for designs II (Modification I)		
4. MC Plan of search		
5. MC Memory for sentences III		
6. MC Bead chain		
Total (SB)		
Test Summary (WISC)	Raw Score	Scaled Score
7. MC Memory for block design		
8. Modified Digit span		
9. Modified WISC coding		
10. Modified Block design		
Total (WISC)		
Totals		
IQ score		

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1. ☐ Memory for designs I (±) ( ) (3) (1 2 3 4)

2. ☐ Memory for sentences II (2+) ( )

   a) .... (3) (1 2 3 4)
   b) .... (2) (1 2 3 4)

3. ☐ Memory for designs II (Modification I) (±) ( ) (2) (1 2 3 4)

4. ☐ Plan of search (2+) ( )

   a) .... (2) (1 2 3 4)
   b) .... (3) (1 2 3 4)

5. ☐ Memory for sentences III (2+) ( )

   a) .... (4) (1 2 3 4)
   b) .... (1) (1 2 3 4)

6. ☐ Bead chain (±) ( ) (3) (1 2 3 4)

7. ☐ Memory for block designs

Design	Choice (circle one)				Score 1 or 0
A	1 R	2 90	3 FG	4 90	
B	1	2 R	3	4 90-FG	
C	1 90	2 FG	3	4 R	
1	1 90	2 R	3	4 FG	
[illegible]	1 R	2 FG	3	4 90	
3	1 90-FG	2 R	3	4	
4	1 FG	2	3 R	4	
5	1 R	2	3 FG	4 90	
6	1 FG	2 90	3 R	4	
7	1 90	2 FG	3	4 R	
				Total	

8.

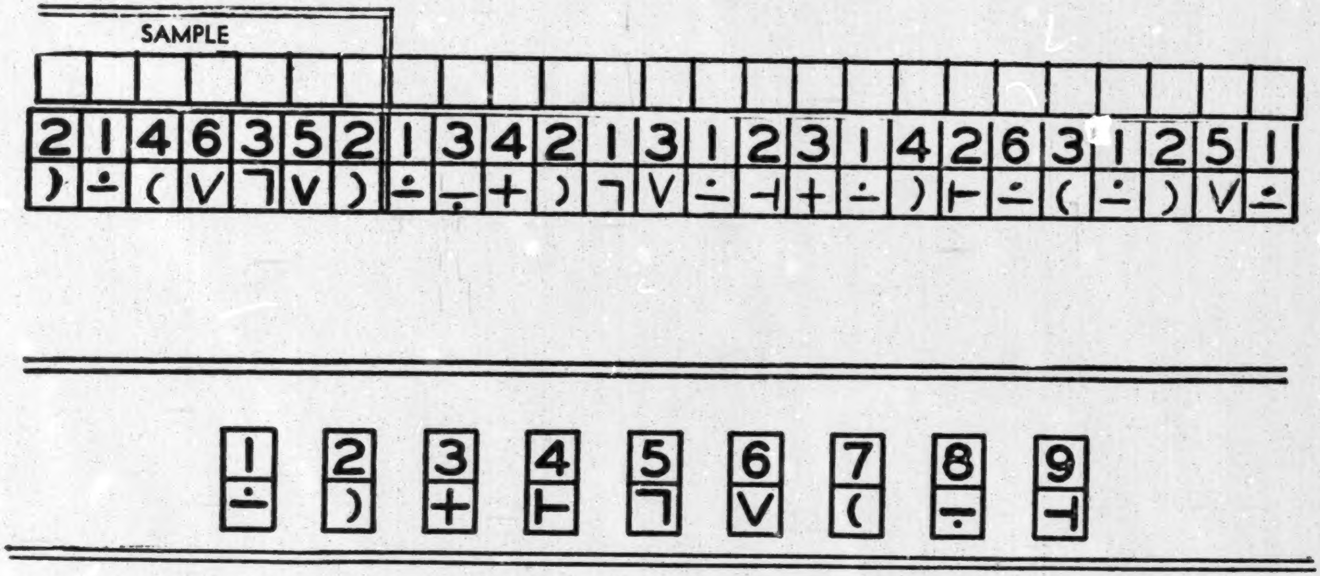
MODIFIED DIGIT SPAN

Digits Forward	Score (circle)	Digits Backward	Score (circle)
3-8-6	3	2-5	2
6-1-2	3	6-3	2
3-4-1-7	4	5-7-4	3
6-1-5-8	4	2-5-9	3
8-4-2-3-9	5	7-2-9-6	4
5-2-1-8-6	5	8-4-9-3	4
3-8-9-1-7-4	6	4-1-3-5-7	5
7-9-6-4-8-3	6	9-7-8-5-2	5
5-1-7-4-2-3-8	7	1-6-5-2-9-8	6
9-8-5-2-1-6-3	7	3-6-7-1-9-4	6
1-6-4-5-9-7-6-3	8	8-5-9-2-3-4-2	7
2-9-7-6-3-1-5-4	8	4-5-7-9-2-8-1	7
5-3-8-7-1-2-4-6-9	9	6-9-1-6-3-2-5-8	8
4-2-6-9-1-7-8-3-5	9	3-1-7-9-5-4-8-2	8

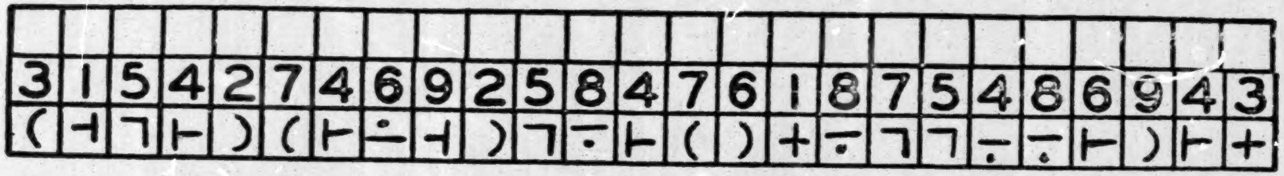
F________ + B________ = ________

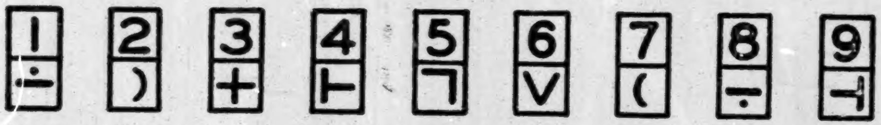
Highest numbers circled

9. Modified Coding (Based upon WISC Coding)

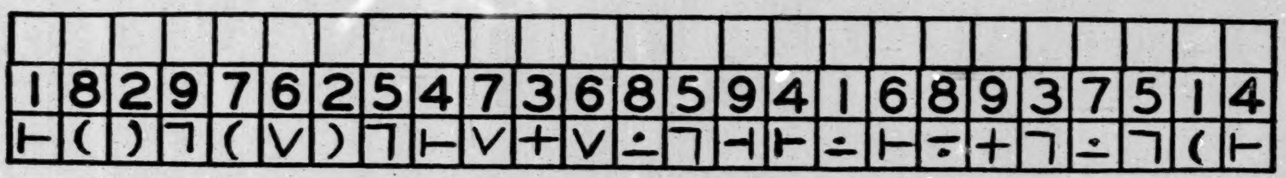


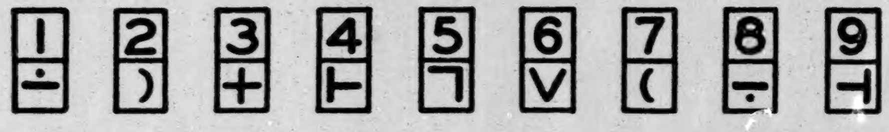
TIME (24")________ SCORE (NO. RIGHT)________



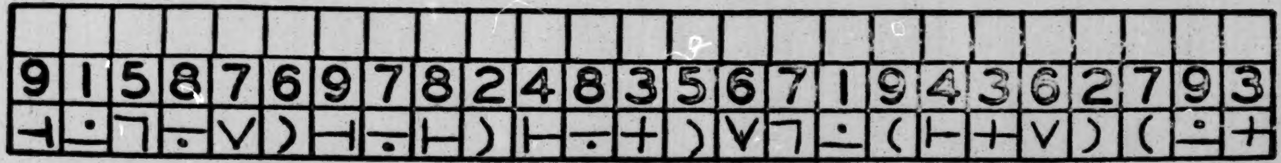


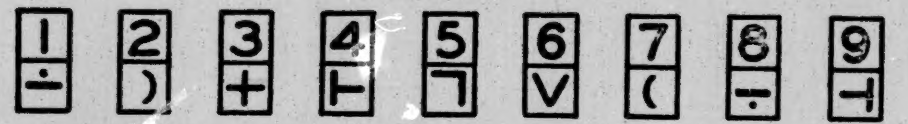
TIME (32")________ SCORE (NO. RIGHT)________





TIME (32")_________ SCORE (NO. RIGHT)_________





TIME (32")_________ SCORE (NO. RIGHT) _________

TOTAL TIME (120")_________ TOTAL SCORE (NO. RIGHT)_________

10. ☐

8. BLOCK DESIGN

(Free Space)

BEST COPY AVAILABLE

Design	Time	Pass-Fail	Score			
A. 45"	1		2			
	2		0 1			
B. 45"	1		2			
	2		0 1			
C. 45"	1		2			
	2		0 1			
1. 75"			0	21-75 4	16-20 5	11-15 6	1-10 7
2. 75"			0	21-75 4	16-20 5	11-15 6	1-10 7
3. 75"			0	26-75 4	21-25 5	16-20 6	1-15 7
4. 75"			0	21-75 4	16-20 5	11-15 6	1-10 7
5. 150"			0	66-150 4	46-65 5	36-45 6	1-35 7
6. 150"			0	81-150 4	66-80 5	56-65 6	1-55 7
7. 150"			0	91-150 4	66-90 5	56-65 6	1-55 7